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ABSTRACT

Operating under a grant, the University for Man (UFM) in Manhattan, Kansas, tested the transferability of the UFM free university/community education model using four existing statewide delivery systems (public libraries, a private college consortium, a state cooperative extension service, an office of rural affairs) in five states: Kentucky, Oklahoma, South Dakota, Iowa, and Missouri. A review of results showed that Kentucky and Oklahoma successfully replicated the UFM model or a variant through delivery systems. Both states are continuing their replication efforts through existing state agencies. The college consortium in South Dakota and Iowa was moderately successful in introducing the concept of adult learning to the target audience and minimally successful in actually disseminating programs. Missouri failed to meet project criteria, having chosen not to replicate the model through a delivery system but to survey the state's adult education activities and extrapolate the success of the model. UFM concluded that with enthusiastic staff, proper training, and a firm commitment from a delivery system in advance, the model can be replicated successfully through existing statewide delivery systems. Appendices, which form the bulk of the document, include supporting materials, reports, and evaluation forms from the states; workshop materials and announcments; and conference announcements and proceedings. (Author/SB)

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FINAL REPORT

RURAL FREE UNIVERSITIES: EXTENDING THE UFM MODEL

GRANTING AGENCY:
FUND FOR THE IMPROVEMENT OF
POSTSECONDARY EDUCATION

PROGRAM OFFICER: RUSSELL Y. GARTH

GRANTEE ORGANIZATION:
Name: Kansas State University
Division of Continuing Education
University for Man
Address: 1221 Thurston
Manhattan, Kansas 66502
Grant Number: G007905163

PROJECT DIRECTOR:
Name: Sue C. Maes, Director
University for Man
Kansas State University
Address: 1221 Thurston
Manhattan, Kansas 66502
Telephone Number: (913) 532-5866

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RURAL FREE UNIVERSITIES: EXTENDING THE UFM MODEL

Kansas State University
Division of Continuing Education/University for Man
Manhattan, Kansas
Sue C. Maes, Director, University for Man
(913) 532-5866

I. PROJECT OVERVIEW

The University for Man (UFM) in Manhattan, Kansas, requested and received a grant from FIPSE to test the transferability of the UFM free university/community education model using four existing statewide delivery systems in five states for continued implementation and dissemination of the model. Of the four systems selected for the project, two were significantly successful, one moderately to minimally successful and one failed to meet the project criteria, although producing valid research results. The overall conclusion of the project is that an existing statewide delivery system can indeed successfully disseminate the UFM model of free university/community education.

II. PURPOSE

The Problem: The problem addressed in the project "Rural Free Universities: Extending the UFM Model" was the unmet learning needs of adults in rural areas, in terms of their desire to learn, to share resources, and to develop new concepts for survival. The UFM staff believed the first step towards the resolution of the problems of rural America was education.

The UFM model had potential for nationwide dissemination, and to expand the dissemination of this model, it developed a plan of work with four different delivery systems in five other rural states: Oklahoma, South Dakota/Iowa, Kentucky and Missouri. The delivery systems in those states were the public library system, a private college consortium, state cooperative extension, and an office of rural affairs. By working with an area-wide delivery system, UFM believed it would be able to expand the model for rural lifelong learning. Although the concept of dissemination through delivery systems remained valid during the project, it was found to be the most crucial element to the project's success.

III. BACKGROUND

Kentucky Cooperative Extension Service. For two years prior to the FIPSE Project, the Kentucky Cooperative Extension Service had been seeking funds to establish an informal educational network through the Commonwealth of Kentucky. Following the UFM model, the projected outcome was to develop self-perpetuating, Extension sponsored, community-based "free universities" in both rural and urban communities.

Metropolitan Library System (MLS) - Oklahoma. MLS serves 25 distinct communities, including Oklahoma City, with a combined population of 700,000 persons. The objective was to involve the library in establishing free universities in its branches using their vast community resources and by doing so to enhance the role of the library in the community.

Colleges of Mid-America (CMA) - South Dakota and Iowa. CMA is a consortium of ten church-related, private colleges in southeastern South Dakota and northwestern Iowa. CMA proposed to establish free university/community education projects in 14 Iowa and South Dakota communities over a two year period to train, in collaboration with UFM, a coordinator in each of their ten institutions to work with the communities local to each institution, and to establish a consortium coordinating council which would maintain the program after the termination of funding.

Missouri Office of Rural Development. Missouri was a last minute additon to the project, and the proposed activities were somewhat different. The project was to be run through the Office of Rural Development at the Columbia campus of the University of Missouri system. Missouri's first year participation would begin by examining what was and was not available in rural non-formal lifelong learning in the state

IV. PROJECT DESCRIPTION (by state)

Kentucky -- There were eight SOS (Sharing Our Selves) Learning Networks established in Kentucky during the FIPSE Project and run through the Cooperative Extension Service. Each Learning Network is operated by a local steering committee and the county home economics agent. This committee puts in volunteer time on organizing classes, developing the brochure, and publicizing the program. Recognition of the success of Learning Networks has come from several sources. In Kentucky, the SOS Learning Network won an award for the most outstanding project in the Family Life Specialist Division. At the national level, the Community Education Program granted Kentucky Cooperative Extension Service $75,000 to continue their work through 1981.

Oklahoma -- There were four community education/free university programs in operation in Oklahoma at the end of the FIPSE Project. Due to the defeat of a mill levy, library support, except for printing services, was withdrawn by the end of the project. The University of Oklahoma, however, through its Division of Continuing Education has picked up the model and is attempting to establish six additional free universities in 1981-82.

Missouri -- The outcome of the University of Missouri study into rural lifelong learning was a report on the informal adult education activities in six representative counties in the state of Missouri (refer to final report for details). A second effort in Missouri was centered on actually beginning community education programs in the rural areas of the state. One program was established in St. James by the termination of the FIPSE Project, and other communities in the area were being sought in which additional programs could be begun after the project period.

South Dakota/Iowa -- Since many CMA institutions were offering no programs for the adult learner, a market survey was completed by each of the ten participating instititons. The results of the survey were that one CMA instition agreed to participate in the actual UFM model and the remaining participating institutions chose to modify the UFM model by extending their campus-based offerings to include recreational/educational offerings to adult learners. The assessment of the undertaking to provide education/recreation opportunities to the adult learner within the CMA area was excellent. However, because the CMA Director felt that "the Consortium resources are inadequate to develop further projects," the CMA withdrew from the project in October, 1980.

Project Activities included site visits, publications, workshops and [illegible] national conference (refer to final report for details).

V. OUTCOMES AND IMPACT

Kentucky -- The Kentucky Program is the unqualified success of the FIPSE Project with 266 course offerings, 3,231 enrollments from eight programs based upon an average of data from 14 semesters. If there were problems with Kentucky, they stemmed from the fact that everything had to run through the bureaucracy of the Cooperative Extension system. Indeed, the UFM model was the most significantly convuluted in the Kentucky project. The award of a Community Education grant to Kentucky Cooperative Extension in 1981 speaks to the success and transferability of their modification of the model to meet Cooperative Extension's requirements. But there is the lesson that when you work with an established, bureaucratic delivery system you essentially lose control of the end result. It (the model) works in Kentucky Cooperative Extension because of the personnel involved, the support of the system and the use of already existing networks of volunteers and paid professionals. It (the model) was not, however, transmitted in the pure form devised by the University for Man.

Oklahoma - The Oklahoma program is considered by UFM to be a successful transference of the model "through" a delivery system. The support of the Metropolitan Library System was essential to the project in its early stages. The significance of the Oklahoma project is in the fact that the program survived a change of delivery systems because of the personnel involved. When the MLS had to withdraw support, it was the persistence of the coordinators, with support from UFM, that allowed the project to continue post-FIPSE. The conclusion is that the personnel involved in the transference of the model are crucial to its success.

South Dakota/Iowa -- The CMA withdrew from the project in October, 1980, after a little less than one year's participation. It had become apparent during the project that CMA had just been on the verge of convincing faculty and administrators in their area to open their doors to adult students. Although CMA had been excited about and committed to the project, UFM staff found that member colleges were significantly more hesitant. There were too many new concepts for CMA member colleges to assimilate and the small amount of the CMA subcontract from the FIPSE Project through UFM and the unavailability of additional CMA funds prohibited adequate training of all CMA member institutions.

Missouri -- The results of the Office of Rural Development report may indeed be valid. The fallacy lies in the assumption that all UFM planned to achieve in Missouri was research into the model's transferability. UFM had hoped that the Office of Rural Development would continue to be involved after the research project in actually attempting to facilitate community education programs in Missouri, which was the goal of the FIPSE Project. This assumption was incorrect, and describes one of the major problems of the FIPSE Project in Missouri. The second Missouri effort produced a successful program in St. James, Missouri. During 1980-81, there were 669 participants who took 40 courses. St. James was substantially more successful in the dissemination of the UFM model than the Office of Rural Development, but, again, was not successful in exploring the feasibility of a delivery system replicating the model.

VI. SUMMARY AND CONCLUSIONS

A review of the results in all four participating states shows that two of the states (Kentucky and Oklahoma) were successful in replicating the UFM model or a varient through delivery systems. In addition, both states have taken the UFM model past the FIPSE Project and are continuing to replicate through existing state agencies.

One state (South Dakota) attempted to replicate the UFM model through a delivery system. CMA was moderately successful in introducing the concept of adult learning to their target audience, and they were minimally successful in actually disseminating programs. Only two successful programs were established, one during and one after the FIPSE Project. Other agencies in South Dakota are still exploring the possibilities.

The final state (Missouri) chose not to replicate the UFM model through a delivery system but to survey informal adult education in the state and extrapolate the "institutional complementarity" of the UFM model. The results of the report indicate that the UFM model could indeed meet resistance in replication through a formalized delivery system (although this does not seem to be the case in Oklahoma and Kentucky), but communities probably will be receptive to such a program regardless of sponsorship.

UFM's Conclusion -- With an enthusiastic staff, proper training and a firm and detailed commitment from a delivery system well before the project implementation, the UFM free university model can successfully be replicated through existing statewide delivery systems.

A copy of the approximately 250-page report with attachments may be obtained by sending $15 to Sue C. Maes, Director, University for Man, 1221 Thurston, Manhattan, Kansas 66502.

RURAL FREE UNIVERSITIES: EXTENDING THE UFM MODEL

FINAL REPORT

I. PROJECT OVERVIEW

The University for Man (UFM) in Manhattan, Kansas, requested and received a grant from FIPSE to test the transferability of the UFM free university/community education model using existing statewide delivery systems in four dissemination networks, spanning five states, for continued implementation and dissemination of the model.

Of the four networks selected for the project, two were significantly successful, one moderately to minimally successful and one failed to meet the project criteria, although producing valid research results.

The overall conclusion of the project is that an existing statewide delivery system can indeed successfully disseminate the UFM model of free university/community education if certain conditions are met:

1. The statewide dissemination coordinator is a member of an existing state system and an energetic supporter of the free university/community education model.
2. The statewide dissemination coordinator and the existing delivery system staff understand and agree with all of the project objectives and organized activities for achieving them.
3. All performance expectations which the UFM project staff holds for the statewide delivery system are clearly set forth in a contract.
4. The UFM project staff is aware that the model being disseminated will be "owned" by the disseminators and, therefore, may be modified by those agencies to meet their own criteria.
5. In-depth training is provided by the UFM project staff to all disseminating agency staff.

II. PURPOSE

The Problem: The problem addressed in the project "Rural Free Universities: Extending the UFM Model" was the unmet learning needs of adults in rural areas, in terms of their desire to learn, to share resources, and to develop new concepts for survival. The UFM staff believed the first step towards the resolution of the problems of rural America was education. For four years prior to the project the University for Man had been working with more than 30 communities in rural Kansas to develop a unique free university/community education model that was adaptable to any community. Programs were "owned" totally by local people in each town, and had an extremely low cost of operation.

During the period of the project, this concept of the problem remained unchanged.

Because of the success of the UFM model, UFM had received requests for assistance from rural groups and organizations all over the country. UFM had a model with potential for nationwide dissemination, and to expand the dissemination of this model, it developed a plan of work with four different delivery systems in four other rural states: Oklahoma, South Dakota, Kentucky and Missouri. The delivery systems in those states were the public library system, a private college consortium, state cooperative extension, and an office of rural affairs. By working with an area-wide delivery system, UFM believed it would be able to expand the model for rural lifelong learning and, at the same time, develop the capabilities for becoming a national consulting organization. Although the concept of dissemination through delivery systems remained valid during the project, it was found to be the most crucial element to the project's success.

Due to time limitations, delivery systems were selected through phone conversations. This resulted in one of the original delivery systems (a health system agency in Tennessee) dropping out. Were the project to be re-done, UFM would request planning funds with which to select the four delivery sites. On-site interviews would be made and a firm, written commitment would be received prior to implementation of the actual project.

Original Project Objectives: (1) To test further the transferability of the UFM educational model to other settings; (2) To test the effectiveness of using existing organizations, agencies and delivery systems for continued implementation and dissemination of the free university/community education model; (3) To develop a better understanding of the model; (4) To influence collegiate and non-collegiate systems of post-secondary education in such a way that they will begin to use the UFM model as an educational delivery system; (5) To develop more appropriate dissemination strategies; and, (6) To initiate a plan for nationwide rural networking of the various organizations and practitioners working in this field.

Original Major Project Activities:

A. Training four state coordinators and 48 local town coordinators in the design and implementation of free university/community education programs;

B. Assisting state and local town coordinators in the actual organization and development of programs;

C. Organizing and conducting a national rural conference for the dissemination of the free university/community education model;

D. Producing regular publications and updating the Kansas Community Education Manual for wider application;

E. Evaluating these efforts and those of others to better understand the UFM model; and

F. Following up on the contacts established at the national conference and building a capability for doing nationwide consultation.

III. BACKGROUND - THE STATES

A. Kentucky Cooperative Extension Service

For two years prior to the FIPSE project, the Kentucky Cooperative Extension Service had been seeking funds to establish an informal educational network throughout the Commonwealth of Kentucky, similar to the program established by University for Man in Kansas. Following the Kansas model, the projected outcome was to develop self-perpetuating, Extension sponsored, community-based "free universities" in both rural and urban communities. Sam Quick, Family Life Specialist, was the director. Arlene Gibeau, a homemaker who had for the past several years been active at local and state levels in the Extension Homemaker Organization, was the project coordinator.

Program Objectives -- The following objectives were adopted: 1) to provide meaningful educational opportunities to a substantially increased portion of Kentucky's population; 2) to tap the educational potential of informal social networks; 3) to develop cost-effective, community sponsored, volunteer-led, responsive networks of self-perpetuating adult education; and 4) to encourage the sharing of local educational expertise, develop a stronger sense of community, and promote individual self-worth, regardless of formal academic qualifications.

Project Coordination -- It was proposed that in each of 12 counties selected, a free university program would be sponsored by County Cooperative Extension Offices. County programs would be coordinated primarily through County Extension Agents for Home Economics and staffed by small, volunteer staffs working under the sponsorship of county agents.

University for Man would provide the technical assistance and extensive training needed by the project coordinator, participating county agents and their volunteer staff.

Site Selection -- The program was initially introduced to Home Economics County Extension Agents through a statewide newsletter. Agents interested in participating were asked to contact the state office. A selection process was devised taking into consideration the following points: a) interest and existing work responsibilities of county agents; b) community interest, c) consent of the Area Director and the Assistant Director of Extension for Home Economics; d) existing county-level informal educational services; e) availability of volunteer staff; f) geographic location (a good distribution across the state and representative balance between urban and rural areas was desired); and g) input and experience shared by University for Man.

Project Outcome -- After a two year period, it was expected that Extension would have established a minimum of 12 on-going, self-perpetuating free university/community education programs across Kentucky and would have an on-going state system with trained personnel developed to spread this new programming thrust statewide.

B. Metropolitan Library System (MLS) - Oklahoma

MLS serves 25 distinct communities, including Oklahoma City, with a combined population of 700,000 persons. These communities, which encompass about 700 square miles, include 14 rural communities, two semi-rural communities and 17 urban communities.

MLS uses a multi-faceted approach to deliver library services to the communities it serves. A central library and ten branch libraries, three bookmobiles, one reading center and 56 book centers serve urban users while two bookmobiles, two reading centers, an outreach van and a "books-by-mail" program serve rural users.

Program Objectives -- 1) To identify the communities to be included in the first and second years' activities; 2) To begin programs in the communities selected; 3) To disseminate results of the project broadly; 4) To mesh the project into the changing role of the public library; 5) To involve the community in program development, and 6) To obtain local funding to continue the project after it had begun.

Project Coordination -- It was proposed that the Chief of Metropolitan Library System's Extension Services would steer the project along with the help of two assistant extension service personnel. Their part-time commitment would be contributed by the Metropolitan Library System. Towns with permanent library facilities would have their free university/community education programs coordinated by the local librarian. Sites with no library facilities would develop volunteer steering committees.

Site Selection -- For the first year three of the larger and three of the smaller communities were selected for projects. Three of the communities selected had some permanent library facility in the community and three did not. Fourteen rural and two semi-rural communities were chosen as pilot communities for the project. The included: Arcadia, Choctaw, Deer Creek, Dunjee, Forest Park, Harrah, Jones, Lake Aluma, Luther, Newallan, Nicoma Park, Smith Village, Spencer, Valley Brook, Wheatland, and Woodland Park.

Project Outcomes -- After a two year period, it was expected that MLS would have established a minimum of 12 on-going, self-perpetuating programs in rural areas outside of Oklahoma City, and would have developed the expertise to spread this new programming thrust statewide, making libraries across Oklahoma viable centers for community education.

C. Colleges of Mid-America (CMA) - South Dakota and Iowa

CMA is a consortium of ten church-related, private colleges in southwestern South Dakota and northwestern Iowa. Situated in a rural setting, the colleges serve a special clientele of low-income, first generation college students, most of whom come from regions of South Dakota which rank 50th in effective buying income per family, or areas of Iowa where 52 percent of the families earn less than $10,000 per year.

Project Objectives -- CMA proposed to establish free university/community education projects in 14 Iowa and South Dakota communities over a two year period to train, in collaboration with UFM, a coordinator in each of their ten institutions to work with the communities local to each institution, and to establish a consortium coordinating council which would maintain the program after the termination of funding.

Program Coordination -- CMA appointed a project coordinator who was to implement, coordinate, and evaluate program activities. The program coordinator was to work with campus coordinators in the establishment of programs in the target communities. The coordinator was to supervise the training of the local institutional coordinators, chair the meetings of the consortium council and conduct inprocess evaluations on the implementation and conduct of the project overall.

The campus coordinator was to have direct responsibility for the establishment of a free university/community education program in one or two communities in the region of their college. In most cases, this person was also to be the Director of Continuing Education, thereby allowing for the institutionalization of program costs. Each campus coordinator was to meet regularly with the other coordinators as part of the coordinating council for the exchange of ideas and information; this group would also be able to guarantee continuity of programs as its members would be able to pass on their training to others as personnel changed on each campus.

Site Selection -- Pilot communities in Iowa and South Dakota were selected on the basis of size and location. They included:

Iowa - Lemars, Storm Lake, Fort Dodge, Orange City, Sioux Center, Rock Rapids and Sheldon.

South Dakota - Fedora, Huron, Alpena, Yankton, Mitchell and Woonsocket.

Project Outcomes -- Colleges of Mid-America had operated within these communities since 1965, and the development of a viable community education program was expected to bring church-related, private colleges to the forefront of meeting community needs. After a two-year period, it was expected that CMA would have established 14 projects in Iowa and South Dakota.

D. Missouri Office of Rural Development

Missouri was a last minute addition to the project, and the proposed activities were somewhat different. The project was to be run through the Office of Rural Development at the Columbia campus of the University of Missouri system, under the direction of Daryl Hobbs and was to be coordinated by Bob Hagan. It was orally agreed with the **Fund** during the final proposal contract negotiations that Missouri's first year participation would begin by examining what was and was not available in rural non-formal lifelong learning. A subsequent plan of action was to be based upon the result of this activity.

IV. PROJECT DESCRIPTION

A. The States

1. Kentucky (refer to Appendix A)

There were eight SOS (Sharing Our Selves) Learning Networks established in Kentucky during the FIPSE Project and run through the Cooperative Extension Service. Sam Quick is the Project Director and Arlene Gibeau is the Coordinator.

Each Learning Network is operated by a local steering committee and the county home economics agent. This committee puts in volunteer time on organizing classes, developing the brochure, and publicizing the program.

Support is widespread throughout the Extension system, from the Homemaker Clubs, the 4-H, Home Economics, and Agricultural County Agents, to state specialists and administrators.

Associate Dean of Extension, J. L. Ragland, said "This program is accomplishing what has always been the idealized model for Extension which is to maximize 'Information Spread' by volunteers passing on what Agents have taught. To have taken it one step further by finding volunteers with expertise that the Extension Service had little or nothing to do with and passing it along. In this case the Extension network provides the conduits for the information to be shared with a larger audience."

Recognition of the success of Learning Networks has come from several sources. In Kentucky, the SOS Learning Network won an award for the most outstanding project in the Family Life Specialist Division.

At the national level, the Community Education Program granted Kentucky Cooperative Extension Service $75,000 to continue their work through 1981.

2. Oklahoma (refer to Appendix B)

There were four community education/free university programs in operation in Oklahoma at the end of the FIPSE Project. The project in Oklahoma, in cooperation with the Metropolitan Library System, was under the direction of Paul Little, director of Extension Services. It was coordinated by Sandy Ingraham and Jean Kelsey.

Due to the defeat of a mill levy, library support, except for printing services, was withdrawn by the end of the project. The University of Oklahoma, however, through its Division of Continuing Education, has picked up the model and is attempting to establish six additional free universities in a 200 mile radius of the University of Oklahoma during FY 1981-82. The University of Oklahoma budget provides for one half-time staff person. Ms. Jean Kelsey, coordinator during the FIPSE Project, has been hired by the University of Oklahoma to fill this position in 1981.

3. Missouri (refer to Appendix D)

The original Missouri project was developed in coordination with the Office of Rural Development at the Columbia campus of the University of Missouri. The first attempt at securing information about rural non-formal lifelong learning in Missouri was not very successful. A lack of coordination by the various state agencies (both inter and intra), an apparently far greater volume of information to wade through than had been anticipated, and an emerging recognition of these two problems by both UFM and the Office of Rural Development, drew us to modify the activities for the first year.

The outcome was a report on the informal adult education activities in six representative counties in the state of Missouri (see Appendix D). Their basic conclusion was that they saw "some major impediments to the UFM model enthusiastically adopted by public institutions of higher education." But that when the response from the communities to a UFM program is considered "our conclusion is that there are many communities who will be receptive to such a program and that their positive or negative response will more likely be a factor of the organizational and interpersonal expertise and style of the organizer than a consequence of institutional affiliation." In addition, the report was "supportive of ...(community education) which is oriented toward facilitating the development of decentralized policy making, and community control of community resources."

A second effort in Missouri was centered on actually beginning community education programs in the rural areas of the state. Elaine Grover in St. James, Missouri, was contacted in early 1980 and initiated efforts to begin a program during May-June, 1980. One program was established in St. James by the termination of the FIPSE Project, and Ms. Grover agreed to continue searching for other communities in the area in which to begin additional programs after the project period.

4. South Dakota/Iowa (refer to Appendix C)

The Colleges of Mid-America (CMA) was the host institution in the South Dakota/Iowa region. Carol Pagones was the part-time Project Director and Garry DeRose the Director of the CMA. Although involved in the project since fall of 1979, actual program implementation began in November, 1979, when Carole Pagones was appointed Project Director. Pagones and DeRose met with the administrations of several of the institutions to discuss the projects. These meetings culminated in a variety of methods to be utilized to achieve these adult educational offerings. As many of the CMA institutions were offering no programs for the adult learner, a great deal of preliminary information was necessary. Consultants were hired to discuss adult education on administrative, faculty and community levels, and a variety of information gathering projects had to be completed.

A market survey, which was inclusive of all aspects of adult learning, was completed by each of the ten participating institutions. The results of these surveys were analyzed by committees composed of faculty, administration and in some cases, community members.

These surveys took various forms: telephone, mailing, newspaper straw balloting and combinations of the above. Each participating institution used media advertising to encourage survey response.

The results of the market survey and other forms of community input, public meetings, consultants and etc., then became the determining factor in the institution's actual participation and the type of program the institution would offer.

One of the CMA institutions, Huron College, Huron, South Dakota, agreed to participate in the actual University for Man model, promoting community ownership, in two small rural towns near the Huron campus, DeSmet and Miller, South Dakota.

The project in DeSmet produced a brochure with the following course offerings:

> A Stitch in Time, Introduction to Guitar, Creative Writing, Age of Computers, Christmas Entertaining, Exercise for Fitness, Macrame, Parent-Teen Relationships, Conflict Management, Understanding Alcohol and Drugs, Facts About Being Suddenly Alone, and Christian Family Life Series.

The remaining participating institutions chose to modify the University for Man model by extending their campus-based offerings to include recreational/educational offerings to adult learners. This was in response to community input, and in some cases community members were in faculty roles.

Northwestern College, Orange City, Iowa (population 2,700), provided the following courses: Parenting, Marriage Enrichment, Aerobic Dancing, Art of Taking Good Photos, Conversational Dutch, Personal Finance, and History of Iowa.

Westmar College, Lemars, Iowa (population 6,700), offered the following courses to adult learners: Energy Conservation, Re-entry Program for Non-traditional Students, Practical Business Application for COBOL, Program Development for Sex Education, Mathematics, and Woodworking as a Hobby. In addition, several seminars were offered throughout the school year.

Yankton College, Yankton, South Dakota (population 9,200), saw 14 adult students on their campus in fall, 1980. This was the first time the campus had provided courses to the adult learner. Both the market survey and their public meetings indicated that a market for the adult learner was available in the Yankton area. Plans for the future include both education/recreation programs for adults, providing the evaluation of the first venture proved successful.

Dakota Wesleyan University, Mitchell, South Dakota (population 12,500), established an Office of Adult Learning, as their first step in relating to the non-traditional student in this area. Future plans include an extension of course offerings, as well as observing the success of the Huron College Community Project in DeSmet, South Dakota.

Sioux Falls College has hired a full-time counselor for the non-traditional student. Both Sioux Falls College and Briar Cliff College have and will continue to offer a variety of recreation/education experiences for adults.

Buena Vista College, Storm Lake, Iowa (population 7,700), developed guidelines for the Council Bluffs Weekend College at Council Bluffs, Iowa, for the Spring, 1981, school term.

The assessment of the undertaking to provide education/recreation opportunities to the adult learner within the CMA area was excellent.

However, because DeRose felt that "the consortium resources are inadequate to develop further projects," the CMA withdrew from the project in October, 1980.

At approximately this same time Garry DeRose resigned as director of the Colleges of Mid-America. Carol Pagones has continued to provide technical assistance to the consortium members. She continues to pass on advice and information about the benefits that the free university/community education model plays in rural areas. Miller and DeSmet, South Dakota, programs continue to prosper as successful models for the state of South Dakota.

B. Project Activities

1. Site Visits

On-site technical assistance visits were made to each of the four states on a regular basis. During these visits, UFM staff introduced the free university/community education concept, guided planning for specific programs, networked with "key players" in each state and evaluated ongoing project development and implementation. These visits were found to be crucial to the project process and those states which received less visits, or less frequent visits (for example, South Dakota due to its late start) showed the effects in project outcomes.

2. Publications

a. The monthly Rural Community Education Report was mailed to a list of approximately 1,000 people during the project period. Included in this number were state and national legislators, community educators, participants, board members and interested citizens. During the second year of the project, news and other stories from the four states became a focus for the Rural Report. After the project period, the Rural Report was retained on a quarterly subscription basis. (See Appendix E)

b. The National Rural and Small Town Community Education Manual was updated during 1980. It was first written during a prior FIPSE grant to extend the free university model to Kansas communities. The manual is currently made available to any small community, in or out of Kansas, for written technical assistance in beginning, sustaining and evaluating a rural community education program.

3. Workshops (refer to Appendix F)

During the project period (1979-81), there were seven workshops as listed and described below:

a. September 28-30, 1979 - Philosophy

State coordinators were brought to Manhattan for training. The first meeting concentrated on conveying philosophy, parameters, history, background, and essence of "UFM model." In this orientation session, the particular characteristics of both the participating states and the instititional delivery systems were set aside. This first training session lasted three days, and consisted of the history of UFM, philosophy behind the UFM model, showing the UFM film, tours of several community education programs in small towns in Kansas, a visit with a small town advisory board, and a "walk through" of the UFM model process.

b. December 12-13, 1979 - "How To" Session

The state coordinators came to Manhattan for practical training on procedures and organizing. Topics covered in the two-day session included:

(1) designing initial publicity and maintaining good public relations
(2) designing and conducting a needs survey
(3) organizing a town meeting
(4) selecting program structure
(5) forming an advisory board
(6) recruiting teachers

c. March 21-22, 1980 - Midwest Conference

The Midwest Community Education Conference was open to the public. It explained the concept of the free university/community education model and how it can be implemented in local communities. In addition, the conference included hard-skills workshops presenting the "how-to's" of building a program including: producing a brochure, orienting teachers, organizing an advisory board and publicizing the program. Richard Margolis, was the keynote speaker.

d. July 9-10, 1980 - Future Directions

This workshop drew together the four state coordinators to discuss the planning strategies for the individual four state programs after the project period. Specifics included publications, conferences and grants.

e. November 20-21, 1980 - Statewide Recognition

State coordinators came to Manhattan for two days of training. The following topics relating to statewide recognition were discussed:

(1) Statewide Publicity
--media --brochures --state advisory board

(2) Communications and Coordination of Programs
--newsletter --workshops

(3) Influence at the state level
--legislation --visiting important folks --state community education association -- statewide organization

f. April 3-4, 1981 - Fundraising

This conference brought together state coordinators, community educators from Kansas and participants in free university programs in the Midwest for a day's training in fundraising. Joan Flannagan, the keynote speaker and author of Grassroots Fundraising, concentrated on financial stability planning for the local programs.

g. June 11-12, 1981 - Directions/Evaluation

State coordinators came together in Manhattan for the final session to discuss each state's future plans and activities and to evaluate the FIPSE Project. Results of evaluation have been included in the appendix.

4. National Conference

With additional FIPSE funding, a National Invitational Meeting on Rural Postsecondary Education was coordinated by the University for Man on June 29-July 1, 1981, in Kansas City, Kansas. The purpose of the meeting was twofold: 1) to provide an opportunity for people using different models in rural adult learning to find out about each other and 2) to call attention to the need to find out what was being done and what should be done in rural postsecondary education programs. For a booklet report and a list of participants, see Appendix G.

The final conclusions of Richard Margolis' final report were:

a. Establish a permanent professional alliance that would serve as a Clearinghouse for Adult Rural Education.

b. Advocate an institute for small, rural educational institutions.

c. Undertake a comprehensive national study of rural adults and their educational needs.

d. Design strategies to focus national media on rural educational needs.

e. Undertake "consciousness raising" about rural concerns in local regions.

f. Develop a means of linking with educational telecommunications projects around the country.

g. Establish a steering group to plan for professional development activities among rural postsecondary educators.

h. Stimulate rural postsecondary education publications through professional organizations.

i. Develop rural concerns advocacy in professional associations.

j. Develop contact sources for funding rural programming.

k. Develop ways to disseminate ongoing progress.

V. OUTCOMES AND IMPACTS

A. By State

UFM requested each state submit monthly report forms which listed activities, results, problems and projected activities (see appendices). In addition, as part of the final evaluation, each state was asked to complete an evaluation questionnaire on UFM training and technical assistance. Kentucky and Oklahoma, the two states which successfully implemented programs and carried their projects past the FIPSE Project ending date, were also requested to write an outcome and impact statement.

The results of these evaluation tools are discussed below:

1. Kentucky -- see monthly reports and evaluation forms in Appendix H.

In general, Kentucky personnel felt that the background of Cooperative Extension in informal learning and the personality of the Kentucky coordinator made the program a success. According to the Kentucky personnel, the advantages of Cooperative Extension sponsoring a free university are that:

a. There are paid personnel in each county to work with the program.
b. There are volunteers in every county.
c. Paid personnel and volunteers form a network which makes the implementation of a free university an ideal project.
d. Free universities fit the cooperative extension mission.
e. The free university system allows participants to learn in areas where Cooperative Extension personnel are not experts.

The disadvantages are:

a. The structure of Cooperative Extension is difficult "to impress."
b. Funds are frozen which makes it more difficult to implement a new idea.
c. Cooperative Extension protocol and "channels" slow progress.
d. Agriculture gets the bulk of the money.
e. Since Cooperative Extension Service money comes from the USDA, there is fear of auditing in areas not directly related to farming and family development.

To answer the request for an outcome and impact statement, Kentucky sent the chart in Appendix H which detailed a survey of eight SOS Learning networks with regard to a variety of statistical data. In addition, Kentucky said that "we have had success drawing our learners from all ages and walks of life. The same is true of our teachers. We've had many youth teaching things which they learned in 4-H. We've had senior citizens teaching and learning. All races are represented in steering committees as well as in enrollment and teaching."

UFM's Conclusions

The Kentucky program is the unqualified success of the FIPSE Project with 266 course offerings, 3,231 enrollments from eight programs based upon an average of data from 14 semesters. Arlene Gibeau, the Kentucky coordinator, was an energetic and enthusiastic salesperson for the free university model and was an insider of the Cooperative Extension community. She could not have been hired and successful without the backing and support of Sam Quick and Robert Flashman, Specialists in the Kentucky Cooperative Extension Service. If there were problems with Kentucky, they stemmed from the fact that everything had to run through the bureaucracy of the Cooperative Extension system. Indeed, the UFM model was the most significantly convuluted in the Kentucky project. The award of a Community Education grant to Kentucky Cooperative Extension in 1981 speaks to the success and transferability of their modification of the model to meet Cooperative Extension's requirements. But there is the lesson that when you work with an established, bureaucratic delivery system you essentially lose control of the end result. It (the model) works in Kentucky Cooperative Extension because of the personnel involved, the support of the system and the use of already existing networks of volunteers and paid professionals. It (the model) was not, however, transmitted in the pure form devised by the University for Man.

2. Oklahoma - see monthly reports and evaluation forms in Appendix I.

In general, Oklahoma personnel felt that the creative non-interference and printing/materials support from the Metropolitan Library System helped to make the Oklahoma program successful. According to Oklahoma personnel, the advantage of the Metropolitan Library System sponsoring the free university project was that it was large enough to have excellent printing capabilities for the brochure and enough money that they could provide materials to start the program.

The Oklahoma Outcome and Impact Statement lists figures for three free universities in Eastern Oklahoma with a total enrollment of 3,968 for five program sessions. No other demographic data was compiled.

The Oklahoma personnel saw the result of the project from two distinct perspectives -- 1) the participant/volunteer and 2) the library system.

That participants learned something and enjoyed themselves is inferred from verbal reports received from those involved in the project. "Other kinds of 'human interest' stories relate to people giving of themselves (either as a committee member or a class leader) and feeling themselves grow as a result of contributing to the program" according to the statement.

Oklahoma staffers see the most dramatic effects of the program in terms of the library. "The most visible change ...is that you can't find a parking place in Tri-City's parking lot anymore when LINC classes are scheduled and the public use of the library has increased dramatically." In addition, Oklahoma staff reports that "people in Jones and Harrah are talking about the need for a 'real' library in their towns and support for library issues on the ballot has increased."

The most significant success of the Oklahoma program is the transference of the model from the MLS support to the University of Oklahoma, Division of Continuing Education. When the MLS could no longer support the program because of a bond defeat, and when the FIPSE Project terminated, the Oklahoma staff found support from the University of Oklahoma. The University of Oklahoma will attempt to establish six more free universities in Oklahoma. The grant provides for one half-time staff person. "It is also clear that other institutions doing community education in Oklahoma have been impressed by the success of the free universities started through the FIPSE grant."

UFM's Conclusions

The Oklahoma program is considered by UFM to be a successful transference of the model "through" a delivery system. Sandy Ingraham and Jean Kelsey, the Oklahoma coordinators, were inventive and dedicated to the UFM model of free universities. The support of the Metropolitan Library System was essential to the project in its early stages. The significance of the Oklahoma project is in the fact that the program survived a change of delivery systems because of the personnel involved. When the MLS had to withdraw support, it was the persistence of Ms. Ingraham and Ms. Kelsey with support from UFM that allowed the project to continue post-FIPSE. The conclusion is that the personnel involved in the transference of the model is crucial to its success.

3. South Dakota/Iowa -- see monthly report and evaluation letter in Appendix J.

The Colleges of Mid-America, Inc., withdrew from the project in October, 1980, after a little less than one year's participation. Quoting from Garry DeRose's letter again, "The assessment of the undertaking to provide education/recreation opportunities to the adult learner within the CMA area has to date (October, 1980) been excellent."

"Based on this year's experience, however, it is apparent that consortium resources are inadequate to develop further projects. Carole (Ms. Pagones) has had to commit vast amounts of time and energy to DeSmet. While this effort has brought in an impressive result, it is not one that we can support by ourselves. We wish you continued success and it is our hope that other CMA institutions will sponsor UFM projects. It is impossible, however, for us to continue our participation in a formal way."

UFM's Conclusions

Due to a car accident, the South Dakota project started in January, 1980, four months after the other three states and therefore project staff did not attend the first two UFM workshops. This was significant in that the goals, philosophy and methodology of the project were discussed in depth at those workshops.

In addition, UFM staff on site visits were not given the opportunity to interact with the administration of the colleges in CMA, but only with CMA staff. It became apparent as the project went on that CMA had just been on the verge of convincing faculty and administration in their area to open their doors to adult students. Although the CMA was excited about and committed to the project, UFM staff found that member colleges were significantly more hesitant. This was especially true with regards to community members being used as teachers. There were too many new concepts for CMA member colleges to assimilate during the project. And the small amount of the CMA subcontract from the FIPSE Project through UFM and the unavailability of additional CMA funds prohibited training of all CMA member institutions.

After CMA withdrew from the project, additional contacts in South Dakota were made in hopes that a new host institution could be found for the remainder of the FIPSE Project. One possibility that did not come to fruition was a coalition of church groups, which was just beginning to open its doors to community education. According to Tom Killian, President, North Central University Center in Sioux Falls, "If there is a case to be made for community schools, it can and must be made in this state."

Another contact was made with Jack Sumner, Department of Adult and Higher Education, University of South Dakota, Vermillion, who has since attended a UFM workshop and is attempting to rebuild and rebegin the effort in South Dakota.

The final comment must come, however, from Carol Pagones, who states that without the formal CMA commitment "...all will not be lost. I am trained in the UFM model and will continue to carry the idea." Her efforts since the end of the FIPSE Project have led to the establishment of a program in Miller, South Dakota.

4. Missouri -- see evaluation letter and forms in Appendix K.

The evaluation of the Missouri project must be taken in two phases. First, the assessment and following report developed by the Office of Rural Development at the University of Missouri at Columbia; and second, the program begun in St. James.

The report by the Office of Rural Development was the result of an assessment of informal rural community education activities in Missouri. According to the Missouri report, "The rationale for taking a different approach in Missouri, as opposed to the other participating states, was two fold. First, after consideration of the project, staff at Missouri considered another replication of the dissemination experiment to be redundant since the model had already been shown to work in Kansas and was being tested in three other states. Secondly, the history of Missouri's extension programs suggested that Missouri might have a unique situation in which many similar programs might already be underway.

"Therefore, it was decided to investigate the extent to which similar informal adult community education programs were already operating in rural areas of Missouri, rather than direct the project toward initiating new programs. It was hypothesized by staff that much of the necessary data was already collected by a variety of state and local agencies, and would need to be collated into a meaningful whole."

After several months of research, the Office of Rural Development staff found that the information they sought to compile was not available on a statewide basis. "At this stage in the development of the project, rural development office staff decided that it was necessary to rethink the research strategy which had originally been outlined for the project. We had assumed that the great bulk of information needed to complete a statewide rural assessment of informal adult education was already collected by agency personnel, and our task would be to obtain the data from those agencies and collate and analyze the data to develop a picture of what was happening in rural Missouri.

"After several months of less than satisfactory results, it was decided that our original assumptions about the availability of statewide data were false. It began to appear to us that a statewide assessment would need to be begun from scratch, and that the project had neither the time nor the resources to carry out such an investigation. Instead, after deliberation it was decided to examine representative counties within rural areas.

"...Based on our research, we targeted several identifiable demographic areas which shared similar socio-economic and cultural patterns. It was concluded that the only feasible alternative was to examine informal adult community education activities in one county of each identified region, on the assumption that they would be representative of that component of rural Missouri. Our demographic data on the state seems to make this a fairly safe hypothesis.

"We identified six Missouri counties for the study, one each in different areas. They are Boone, Adair, Miller, Mississippi, Johnson and Dent." The remainder of this report was divided into three sections:

a. a report of the survey of informal adult education in six counties,
b. an analysis of the socio-economic trends in rural Missouri, and
c. an interpretation of the institutional complementarity of the UFM model with University-based extension operations.

Refer to Appendix D for complete report.

UFM's Conclusions

The results of the report by the Office of Rural Development, as previously discussed, may indeed be valid. The fallacy lies in the assumption that all UFM planned to achieve in Missouri was research into the models transferability.

Rightly or wrongly, UFM had hoped that the Office of Rural Development would continue to be involved after the research project in actually attempting to facilitate community education programs in Missouri, which was the goal of the FIPSE Project. This assumption was incorrect, and describes one of the major problems with carrying all the planning for the FIPSE Project out via phone before the grant was received. Tennessee, as has already been discussed in previous reports, dropped out prior to the grant due to a change in personnel. UFM had to find another state willing to commit on short notice and therefore accepted Missouri's research plan as an opening into the state. UFM would strongly suggest the use of planning grants to assure firm and knowledgeable commitments from delivery agencies and a chance for on-site evaluations by grant staff prior to the commitment to a subcontract. This could have eliminated, or in the very least lessened, the problems in both South Dakota and Missouri.

The second Missouri effort, i.e., the subcontract with Elain Grover, produced a successful program in St. James, Missouri. During 1980-81, there were 669 participants who took 40 courses.

UFM's Conclusions

St. James was substantially more successful in the dissemination of the UFM model than the Office of Rural Development, but, again, was not successful in exploring the feasibility of a delivery system replicating the model.

For this effort UFM again returned to the original Kansas model of working "one on one" with a member of a rural community. Although this was successful in beginning one program in St. James, Missouri, and with the possibility of additional programs being begun by Ms. Grover, it did not answer the question central to the FIPSE Project (i.e., can a delivery system successfully disseminate the UFM model).

B. SUMMARY AND CONCLUSIONS

A review of the results in all four participating states shows that two of the states (Kentucky and Oklahoma) were successful in replicating the UFM model or a varient through delivery systems In addition, both states have taken the UFM model past the FIPSE Project and are continuing to replicate through existing statewide delivery systems.

One state (South Dakota) attempted to replicate the UFM model through a delivery system. CMA was moderately successful in introducing the concept of adult learning to their target audience, and they were minimally successful in actually disseminating programs. Only two successful programs were established, one during and one after the FIPSE Project. Other agencies in South Dakota are still exploring the possibilities.

The final state (Missouri) chose not to replicate the UFM model through a delivery system but to survey informal adult education in the state and extrapolate the "institutional complementarity" of the UFM model. The results of the report indicate that the UFM model could indeed meet resistance to replication through a formalized delivery system (although this does not seem to be the case in Oklahoma and Kentucky), but communities probably will be receptive to such a program regardless of sponsorship.

This project as a whole can be considered a successful test of the replication of the UFM model through existing statewide delivery system. The overall conclusion is that with an enthusiastic staff, proper training and a firm and detailed commitment from a delivery system well before the project implementation, the UFM free university/community education model can be replicated through existing statewide delivery systems.

APPENDIX A

Kentucky Supporting Materials

OMB Approval No. 29

FEDERAL ASSISTANCE

1. TYPE OF ACTION (Mark appropriate box)
☐ PREAPPLICATION
☒ APPLICATION
☐ NOTIFICATION OF INTENT (Opt.)
☐ REPORT OF FEDERAL ACTION

2. APPLICANT'S APPLICATION
a. NUMBER
b. DATE Year month day 19

Leave Blank

3. STATE APPLICATION IDENTIFIER
a. NUMBER
b. DATE ASSIGNED Year mont 19

SECTION I—APPLICANT/RECIPIENT DATA

4. LEGAL APPLICANT/RECIPIENT
a. Applicant Name : University of KY Research Foundation
b. Organization Unit :
c. Street/P.O. Box : Kinkead Hall, East Wing
d. City : Lexington
e. County : Fayette
f. State : Kentucky
g. ZIP Code: 40506
h. Contact Person (Name & telephone No.) : Sam Quick 606-257-1716

5. FEDERAL EMPLOYER IDENTIFICATION NO. 61-6033693

6. PROGRAM (From Federal Catalog)
a. NUMBER 1 3 • 5
b. TITLE Community Education Program

7. TITLE AND DESCRIPTION OF APPLICANT'S PROJECT

SOS Learning Networks:
A Model of Grassroots Community Education

8. TYPE OF APPLICANT/RECIPIENT
A—State
B—Interstate
C—Substate District
D—County
E—City
F—School District
G—Special Purpose District
H—Community Action Agency
I—Higher Educational Institution
J—Indian Tribe
K—Other (Specify): NPO
Enter appropriate letter

9. TYPE OF ASSISTANCE
A—Basic Grant
B—Supplemental Grant
C—Loan
D—Insurance
E—Other
Enter appropriate letter(s) A

10. AREA OF PROJECT IMPACT (Names of cities, counties, States, etc.) Kentucky

11. ESTIMATED NUMBER OF PERSONS BENEFITING Min. 6,000

12. TYPE OF APPLICATION
A—New
B—Renewal
C—Revision
D—Continuation
E—Augmentation
Enter appropriate letter

13. PROPOSED FUNDING

a. FEDERAL	$ 110,143 .00
b. APPLICANT	11,339 .00
c. STATE	.00
d. LOCAL	.00
e. OTHER	.00
f. TOTAL	$ 121,482 .00

14. CONGRESSIONAL DISTRICTS OF:
a. APPLICANT 6th
b. PROJECT All Districts

15. TYPE OF CHANGE (For 12c or 12e)
A—Increase Dollars
B—Decrease Dollars
C—Increase Duration
D—Decrease Duration
E—Cancellation
F—Other (Specify):
Enter appropriate letter(s)

16. PROJECT START DATE Year month day 19 80 10 1

17. PROJECT DURATION 12 Months

18. ESTIMATED DATE TO BE SUBMITTED TO FEDERAL AGENCY ▶ Year month day 19 80 6 28

19. EXISTING FEDERAL IDENTIFICATION NUMBER

20. FEDERAL AGENCY TO RECEIVE REQUEST (Name, City, State, ZIP code)
U.S. Office of Education, Application Control Center, Washington, D.C. 20202

21. REMARKS ADDED ☐ Yes ☐ No

SECTION II—CERTIFICATION

22. THE APPLICANT CERTIFIES THAT ▶

a. To the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is approved.

b. If required by OMB Circular A-95 this application was submitted, pursuant to instructions therein, to appropriate clearinghouses and all responses are attached:

	No response	Respo attach
(1)	☐	☐
(2)	☐	☐
(3)	☐	☐

23. CERTIFYING REPRESENTATIVE
a. TYPED NAME AND TITLE James Y. McDonald, Executive Director
b. SIGNATURE James Y McDonald
c. DATE SIGNED Year month day 19 80 6-2

SECTION III—FEDERAL AGENCY ACTION

24. AGENCY NAME

25. APPLICATION RECEIVED Year month day 19

26. ORGANIZATIONAL UNIT

27. ADMINISTRATIVE OFFICE

28. FEDERAL APPLICATION IDENTIFICATION

29. ADDRESS

30. FEDERAL GRANT IDENTIFICATION

31. ACTION TAKEN
☐ a. AWARDED
☐ b. REJECTED
☐ c. RETURNED FOR AMENDMENT
☐ d. DEFERRED
☐ e. WITHDRAWN

32. FUNDING

a. FEDERAL	$ .00
b. APPLICANT	.00
c. STATE	.00
d. LOCAL	.00
e. OTHER	.00
f. TOTAL	$ .00

33. ACTION DATE ▶ Year month day 19

34. STARTING DATE Year month day 19

35. CONTACT FOR ADDITIONAL INFORMATION (Name and telephone number)

36. ENDING DATE Year month day 19

37. REMARKS ADDED ☐ Yes ☐ No

38. FEDERAL AGENCY A-95 ACTION

a. In taking above action, any comments received from clearinghouses were considered. If agency response is due under provisions of Part 1, OMB Circular A-95, it has been or is being made.

b. FEDERAL AGENCY A-95 OFFICIAL (Name

Abstract

The Kentucky Cooperative Extension Service, a statewide public educational agency with active community-based programs in all 120 Kentucky counties, proposes the testing and refinement of an innovative model of informal community education called SOS Learning Networks. The SOS (Sharing Our Selves) Model has proven to be an effective and low cost community education system whereby people share in an organized way their talents, knowledge and hobbies with others who are curious and eager to learn. Capitalizing upon its vast network of grassroots contacts, the Kentucky Cooperative Extension Service will expand the SOS Learning Network program from its current two pilot-test activities to the establishment of fully functioning Learning Networks in 18 diverse communities throughout the state of Kentucky.

Unique features of the project include: (1) refinement of the SOS community education model toward maximum "transferability" throughout the nationwide Cooperative Extension Service; (2) extensive and diverse clientele involvement in program development and direction; (3) an estimated first year enrollment of 6,000 individuals in a wide variety of informal educational classes; (4) linkage with a 30,000 member statewide volunteer organization; (5) coordination with the Kentucky Department of Education's system of community education, as well as other community agencies and groups; and (6) national dissemination of project activities and results.

October 1, 1980-September 30, 1981

	OE	UK	TOTAL
I. Personnel			
A. Sam Quick, Principal Investigator			
1. '80-'81 Calendar Year Salary @ $25,440-20% effort (10/1/80-6/30/81)		$ 3,816	
2. '81-'82 Est. Calendar Year Salary @ $27,984-20% effort (7/1/81-9/30/81)		1,399	
Total		$ 5,215	
B. Bob Flashman, Assistant Principal Invest.			
1. '80-'81 Calendar Year Salary @ $27,855-10% effort (10/1/80-6/30/81)		$ 2,089	
2. '81-'82 Est. Calendar Year Salary @ $30,641-10% effort (7/1/81-9/30/81)		766	
Total		$ 2,855	
C. Arlene Gibeau, Coordinator			
1. '80-'81 Calendar Year Salary @ $15,000-100% effort (10/1/80-6/30/81)	$ 11,250		
2. '81-'82 Est. Calendar Year Salary @ $16,500-100% effort (7/1/81-9/30/81)	4,125		
Total	$ 15,375		
D. Three (3) Assistant Coordinators			
1. '80-'81 Calendar Year Salary @ $6,500/year for 50% effort (10/1/80-6/30/81)	$ 14,625		
2. '81-'82 Est. Calendar Year Salary @ $7,150/year for 50% effort (7/1/81-9/30/81)	5,363		
Total	$ 19,988		
TOTAL SALARIES AND WAGES	$ 35,363	$ 8,070	$ 43,433
II. Fringe Benefits			
A. Retirement @ 9%		$ 726	
B. FICA @ 6.13/6.65%	$ 2,306	-0-	
C. Health Benefits @ $66.33/month		239	
D. Life Insurance @ 9.94/month		36	
TOTAL FRINGE BENEFITS	$ 2,306	$ 1,001	$ 3,307
TOTAL SALARIES, WAGES AND FRINGE BENEFITS	$ 37,669	$ 9,071	$ 46,740

	OE	UK	TOTAL
III. Travel			
1. In-State Travel for Coordinator and three (3) assistants			
a. Lodging @ $35/day x 150 days	$ 5,250		
b. Food @ $14/day x 250 days	3,500		
c. Mileage @ 18¢/mile x 75,000/miles	13,500		
TOTAL TRAVEL	$ 22,250		$ 22,250
IV. Supplies			
A. General Office Supplies (Paper, pens, postage)	$ 500		
B. "Grassroots Education" Film	400		
C. 20 Slide Presentation Programs @ 100 slides per set @$.35/slide	700		
D. Film and Developing for Slide Presentation	100		
E. Cassette Tape Recorder w/microphone	125		
F. Blank audio cassettes, editing and duplicating of cassettes.	275		
TOTAL SUPPLIES	$ 2,100		$ 2,100
V. Other			
A. Training Manual-printing & editing 100 copies @ 75 pages each	$ 900		
B. Class Brochures-18 programs, @ 11,000 copies of each program, 8 pages	8,945		
C. Kentucky Survey Research Center Consultation in the development of the evaluation instrument 600 mail surveys including postage, printing, data analysis 55 phone surveys @ 10 minutes a piece	8,425		
D. Telephone	1,000		
E. Temporary Secretarial Services @ $5.25/hr x 1300 hours	6,825		
TOTAL OTHER DIRECT COSTS	$ 26,095		$ 26,095
TOTAL DIRECT COSTS	$ 88,114	$ 9,071	$ 97,185
INDIRECT COSTS @ 25% MTDC	$ 22,029	$ 2,268	$ 24,297
TOTAL OPERATING COSTS	$110,143	$ 11,339	$121,482

THE EXCHANGE

SEPTEMBER, 1981

NUMBER FIVE

FROM THE EDITOR'S DESK

Almost a year ago the first issue of *The Exchange* appeared, featuring the topic of training. That concern seems almost like childsplay in comparison to the topic of this issue – interagency cooperation and collaboration. Interagency cooperation promises to be a vehicle by which other components of community education are delivered.

The authors in this issue describe steps in cooperation and collaboration; define problems and successes at state, regional and local levels; and raise questions that will need answers if interagency cooperation is to work. Unfortunately, there are even more articles in the newsletter office which could not be included in this issue; the interest and concern of many community educators around the country demonstrates that this is a topic whose time has come.

One substantive result of networking is *The Exchange*: the staff has welcomed the opportunity to interact with many others in the nation, and comments from the field indicate that *The Exchange* has been helpful to them. We hope that the networking demonstrated by and in *The Exchange* will continue as we move into the '80's.

FROM NETWORKING TO COLLABORATION

by Elizabeth Lee Loughran
Community Education Resource Center
University of Massachusetts

One of the most frequently heard buzz words in community education today is networking. It seems to be of equal significance to all the community education groups: local programs, state agencies, university centers and the federal government. A major criteria in the last request for proposals from the Federal Community Education Office, for instance, was an indication that the proposed program fostered networking or interagency collaboration. Networking to all these groups has been a vehicle for improving life in communities, not by adding on costly services, but through making more available the large variety of educational services already offered by community agencies.

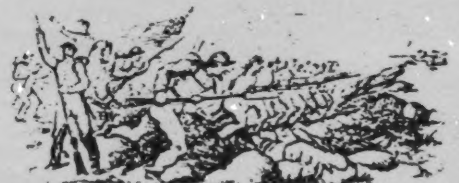
However, one begins to encounter not just the word, *networking*, but others as well: *linkages* is a common word as are *interagency cooperation, coordination*, and *collaboration*. Meetings of professional community educators on networking rather quickly move towards the question of definition: What is networking? How is it different from linking or from interagency cooperation, coordination or collaboration? The main thesis of this paper is that these terms are different and that by understanding the major differences, community educators can gain not only theoretical insights but also can begin to understand the very different specific skills necessary to be effective in each area.

One of the most useful frameworks for understanding the differences in these concepts is systems theory. A system is "a set of interrelated elements each of which is related to every other element, and no subset of which is unrelated to any other subset."[1] In community education theory, the basic system is the community. Within this system one has a number of agencies which ideally should be interrelated through a communication *network*. Various agencies are in contract with one another; they inform one another about each other's activities and inevitably come to talking about exchanging or bartering resources — resources in this case usually being nonmaterial things like expertise and information.

A network, however, is only the communication pattern among individuals which connect subsets of a system. Often the existence of this network brings about a desire of two or more subsets to work more closely together. These subsets decide to *coordinate* their activities or to *cooperate* together. To coordinate generally involves ensuring that one agency does not duplicate the work of another and that all the agencies involved in a given field together provide services to the entire target population. Cooperation, on the other hand, implies more active sharing of resources. A common example, for instance, is for several potentially competitive human service agencies to coordinate services. A work incentive program works with a parent to ensure employment, the day care center provides needed services to pre-school children, a counseling center provides career counseling and family counseling services, and welfare provides a base of support through the job hunting and training period. Coordination might involve an active referral system to the other agencies and occasional meetings to prevent duplication. Cooperation might include regular sharing of information on clients served, on the cost of services, or the type of services provided.

Both the term interagency coordination and interagency cooperation, as they are commonly used, refer to efforts by agencies to work together without losing substantial degrees of individual autonomy. A frequent problem cited in the literature is what is called conflicts over turf or lack of domain consensus. "Turf" or "domain" refer to an agency's clients, the geographic area it serves, or the types of services it provides. The source of these conflicts derives from the problems of attempting to cooperate effectively without endangering the agency's ability to work individually in its own territory.

The community education movement has gone beyond cooperation and coordination to collaboration. Collaboration involves joint operation of a program or service. Each participating agency contributes staff and/or other resources to the joint endeavor. Collaboration uses as its primary unit of operation a small group or a series of small groups. In contrast, the primary units within networks are individuals, while in interagency coordination or cooperation, the basic unit is the larger agency. In order for collaboration to occur, each agency delegates several staff and/or volunteer members to serve with the collaborative group. The collaboration, or laboring to-



STAFF BOX

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Susan C. Paddock	Project Director/Editor
Jill Bishop	Editorial Assistant
Gary Russo	Editorial Assistant/Layout
Jill Russo	Project Staff
Lane Felix	Project Staff

and all our cooperative contributors.

The staff welcomes comments and contributions, which should be sent to: Collaborative Community Education Training Project, Southwest Center for Community Education Development, 108 Farmer Building, Arizona State University, Tempe, AZ 85281. Phone: (602) 965-6185.

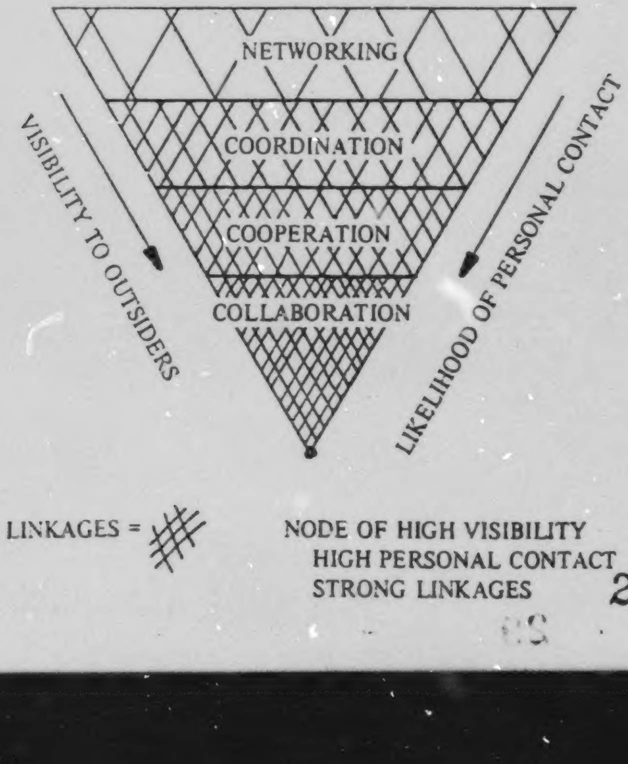
FROM NETWORKING TO COLLABORATION

gether, occurs as these people work together toward their shared goal.

Linkages, on the other hand, are different from all of the above terms. Networks, interagency coordination, cooperation and collaboration are all groupings of people while linkages are, to use Mulford and Klonglan's useful image, the "glue" that hold the units together.[2] These authors include an interesting list of such linking mechanisms as joint budgeting, staff transfers, joint planning, joint record-keeping, and the like. One might add numerous other less formal linking processes such as contacts with colleagues, occasional meetings to discuss potential coordination, inviting a person from another agency to serve on an advisory council, and many other similar techniques that serve to keep groups of people in contact with one another.

At this point, it is important to take a step back, and demonstrate that all these processes – networking, cooperation, coordination and collaboration, together with their respective linking mechanisms – are equally important. Most practitioners interested in one of them will be interested in all of them. They represent a continuum of interconnections. The following diagram illustrates the nature of that relationship. Networks involve very loose linkages among participants, are often not highly visible to the outside world, and may involve only infrequent personal contact. Collaboration, on the otherhand, involves much stronger linkages, high visibility, and a great deal of personal contact.

The diagram illustrates another point as well. These concepts represent a continuum and it is difficult to be precise about where one stage stops and another begins. Networking leads to a desire to coordinate service which brings about the idea that agencies might cooperate in this field and that cooperation might be more effective if it were carried out through a collaborative effort. Even though a considerable amount of evidence indicates that agency coordination or cooperation is not effective over the long run unless it evolves into collaboration, nonetheless, these are important intermediate steps. An agency which has not had the experience of attempting to coordinate services with another agency will probably not venture collaboration. Similarly, agencies that do not network frequently with other agencies will find concepts like coordination and collaboration totally foreign.



Another more concrete and useful way to picture the same progression is through examples of actual experiences. Hazel Showell, SEA consultant from Delaware, is persuading various people in the Extension Service that she can be helpful to them in concrete ways. Successful networkers need to understand not only "what's in it for me," but be able to demonstrate to others "what's in it for them."

Gippy Graham from Kentucky terms one of his key roles as a networker as being a "convener." He has used as a vehicle for networking his state advisory council. The purpose of the network is to encourage agencies to incorporate community education principles into their own programs. His use of the Advisory Council as a forum for networking is an example of a somewhat more formal organizational device useful for more long term networks.

Lettie Cale from Arizona has a network that has a fairly specific purpose. Arizona has a relatively high proportion of retired people who are new arrivals in the state. Cale's vision is to mobilize the energy of these people to enrich community school programs. Cale's program illustrates the intermediate dimension between networking and collaboration. It is still a network with no formal organization, but it is a network with a distinct purpose.

Ron Butcher from New Jersey describes a collaborative relationship which resulted in the building of the West Side Complex in Atlantic City. The process he describes illustrates the importance of joint planning skills to successful collaboration.

These specific examples imply that different skills are needed at each end of the continuum (see Tables A and B). Networking is largely a communications process and requires related skills. Collaboration, on the other hand, involves many important management skills as well as all the communication skills needed in networking. The perceptive practitioner will recognize that at any one time he/she will be operating at many points on this continuum.

The whole continuum of linking devices, in other words, has its place as community educators tap the rich educational resources available in their communities. The key skill is to be able to identify the best point on the continuum for any specific purpose or project and then to be able to use the appropriate combinations of networking and collaborative skills.

FOOTNOTES

1. Russell L. Ackoff and Fred E. Emery, *On Purposeful Systems*, Chicago: Aldine Atherton, 1972, p. 18.

2. Charles L. Mulford and Gerald E. Klonglan, *Creative Coordination Among Organizations: An Orientation and Planning Guide*, North Central Regional Extension Publication 80, August 1979.

MORE ☞

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from previous
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TABLE A
NETWORKING SKILLS

Conceptual Skills

1. The ability to see how people in other agencies might be useful to you.

2. The ability to conceive of many things (material and non-material) that you might offer to others.

Communication Skills

1. The ability to persuade others that it is worth their time to stay in contact with you.

2. The ability to communicate easily and effectively particularly in informal ways.

Organizational Skills

1. The ability to conceive of useful, nonthreatening communication vehicles (e.g., advisory councils, an occasional lunch, frequent use of the telephone, network meetings, etc.).

TABLE B
COLLABORATIVE SKILLS

Commitment Gaining Skills

1. The ability to set specific goals that are mutually advantageous to all involved.

2. The ability to devise planning processes that are both efficient and involve all interested parties.

Team Building Skills

1. The ability to form the collaborative group into a team where roles are agreed upon and understood and differences are respected and used constructively.

Management Skills

1. The ability to use management skills which are both efficient and which facilitate the collaborative process (e.g., shared power and constructive conflict resolution skills).

Organizational Skills

1. The ability to choose interagency linkage devices appropriate for the specific project (e.g., written or nonwritten agreements; temporary project teams or permanent consortiums, etc.).

INTERAGENCY COOPERATION IS NO FREE LUNCH

by Donald E. Spencer, Director
Mankato State Center for Community Education

TANSTAAFL! Robert A. Heinlein's word for "There's no such thing as a free lunch." Heinlein is reminding his readers that anything free costs twice as much in the long run or turns out worthless. Interagency projects often seem to be a "free lunch" to some administrators who see a need to meet, but cannot or will not do the work required. They enter into a project without commitment for the necessary work. Sometimes others involved can take up the load, but often the project collapses. It is my experience that six precautions, taken during the planning stages, can nearly eliminate the chance of an interagency project ending with a dessert of "Tanstaafl Surprise." These six have proved powerful in projects assisted by the Center for Community Education at Mankato State University.

Shared Responsibility and Decision Making

No agency should be considered a part of the project unless it is willing to take on its share of responsibility. It is not always appropriate that the agencies have equal shares, but each must have responsibility that expresses sufficiently, to itself and to the other agencies, its commitment to the project. In exchange for responsibility, an agency must receive a share of the decision making. While the proportion here may be a point to resolve, its significance is lessened if the project planners make decisions by means of consensus rather than by other methods. Interagency project planners should have a working knowledge of the techniques of decision by consensus, and should strive to implement consensus whenever possible. If necessary, voting can formalize consensus decisions.

Written Definition

Perhaps the most powerful of planning techniques for interagency projects is the one that is least used — a written definition of the project. This past year, the Center at Mankato State coordinated the design of a complex state-wide community education program evaluation project. That design was begun by assembling the planners from the various agencies involved and together completing the statement: "Local Program Review [the project's name] is. . . ." The key to this precaution is achieving a *written* definition, where each planner agrees as to the meaning of each technical term and ambiguous word. As the definition is written, many of the agency responsibilities, the project requirements, and the end

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MORE

INTERAGENCY COOPERATION IS NO FREE LUNCH

products of the projects will become explicit; therefore, as the planning progresses, and the realities surrounding the project become clear to the planners, it may be necessary to revise this definition. The resulting definition may be two to four sentences long. It states what resources are used in the project, how they are used, and what the project produces in the way of service.

Input-Process-Output Planning

Use of the definition technique permits the planners to clarify (a) what Inputs (resources) are necessary, (b) what Processes (ways resources are used) take place during the project, and (c) that Outputs (services and articles) the project staff is accountable for at the project's end. I-P-O planning is then used to break down the project into its various components. Each component of the project is in itself a Process which uses certain Inputs to produce specified Outputs. A component Output is often an Input to another component of the project. Using this technique it is possible to take another essential precaution: the planners must be sure that each resource (Input) requested for the project is needed for some identified Process, and that each product (Output) is necessary for the project's purpose as stated in the Definition. These relationships are essential to the credibility of the project within the cooperating agencies and their boards of control. Further, by using I-P-O planning, fiscal and other resource requirements become clear.

2000

Deadlines

Once the components of the project are specified, deadlines must be established and an asssociated management plan written. One person should be responsible to be the "Watchdog," who checks on the progress of each component of the project. A special task of the Watchdog is to compare the various component Outputs to the expectations raised in the definition. If there is any discrepancy between what is done and the definition, the project Processes and/or the definition need revision; otherwise, the project's success is in jeopardy.

Communications and Reports

Another essential precaution is the clarification of responsibility for interagency communication during the project. Whether by memo, meeting, conference call, or detailed report, there ought to be a formal means of communication. Responsibility should rest with one person, perhaps the Watchdog. Communication needs to be at least monthly. The dates at which any formal reports are needed, and their expected content, must be recorded during the planning. While this is not a complex part of the project, it is one which results in much satisfaction for the cooperating agencies, and greatly enhances project success.

Trust

Trust has been cited as being the major factor in success of interagency partnerships. All work on the project must be directed toward enhancing mutual trust among the involved agencies. Agencies must commit themselves to work together on the project without interference from other differences they may have. It is much like a "no strike" agreement in labor: work on this project will proceed even if we are having difficulties in other areas. Trust also requires that agency representatives be able to say what they mean, and are sure to mean what they say. The fostering of this trust is a foundation of the project. It is a reason for using a written definition and the related techniques named in this article. It is at the same time an Input and an Output of the project. Probably more than a precaution, trust may well be considered the *sine qua non* of interagency cooperation.

Tanstaafl

At first, the taking of these precautions can seem to be unnecessary. There is a school of thought that runs, "Let's just get together and DO it!" But nothing I have suggested is outside the boundary of such thinking. The six precautions need be no more elaborate than the complexity of the project requires. However neatly they are taken, the precautions need to be taken in any interagency cooperative project. Without the commitment these precautions produce, projects have a way of becoming costly and/or worthless. For just as I began, "There's no such thing as a free lunch." TANSTAAFL!

AN ARIZONA EXPERIENCE IN NETWORKING

by Lettie Cale
Community Education Specialist
Arizona Department of Education

The purpose of this article is to share with you some experiences I've had in networking with various agencies. Hopefully, this will provide some insights into strategies you might use and help you to avoid the pitfalls I encountered.

First, a definition of "networking." "Networking," to me, is simply people getting together to share information and resources. It can be as simple as a telephone call or as elaborate as a formal meeting.

Two years ago, as part of our Federal Community Education proposal, we planned to train senior citizens to be volunteer community education coordinators. We went to the Area Agencies on Aging in Phoenix and Tucson to check the feasibility of the idea, to obtain information on how to work with older persons, and to obtain their assistance with some aspects of training. The Agency staff provided excellent feedback and suggestions for the project. They also submitted letters of support for the proposal.

When the project was implemented, Area Agency on Aging staff members conducted a session on characteristics of aging and how to work with older persons for Community Education Directors/Coordinators. They also provide assistance to the schools participating in the project in locating potential volunteers among the senior citizen population.

The strategies we used in networking with the Agencies on Aging were first through informal contacts. A student in the community education program at Arizona State University had served an internship at the Area Agency and was now a regular employee. Another community education intern who was working for me was enrolled in a degree program on working with older persons. These contacts paved the way for appointments with the head of the agency.

We also invited representatives of the Area Agency to serve as speakers and panelists at workshops in previous years. These contacts with the Area Agency helped us to get in touch with the chairperson of the Governor's Advisory Council on Aging. The chairperson arranged for us to appear at a meeting of the Council to explain the project, which gave us contact with retired persons on a statewide basis.

We also met with various senior citizen organizations – AARP, Arizona Council for Senior Citizens, Administration on Aging staff. One group would suggest another group that should be contacted.

This year we have worked with representatives of several other federal programs to develop a directory of information. In some cases, it took many telephone calls and several days just to locate the program officer! When we asked for their participation, we clearly defined the purpose of the project, the number of meetings, the products to be produced, and their roles and responsibilities. Nearly all agreed to participate. (Some indicated they were under pressure from their federal office to seek linkages with other agencies.)

The representatives of the federal programs first attended a meeting to simply get acquainted for the first time. We also provided a workshop on a "Planning Process for Citizen Involvement." Each program submitted a page of information about their program's purpose, target audience, funding procedures, and available funds for the directory.

The third experience in networking involved working with agencies which utilize volunteers. We have organized a Cadre of Volunteers in Education (COVIE) at the Arizona Department of Education. Through the Cadre, we are recruiting volunteers to work both within the Department and in local school districts. To obtain some information on how to organize and operate "COVIE," I met with the directors of volunteer programs in the Phoenix area. In that process, I discovered there was a network of directors of volunteers in agencies (DOVIA) which meets together regularly. Also, the directors would suggest people in other agencies and institutions with whom I should meet.

In summary, some factors that I feel are helpful to me in networking are as follows:

relatively small population in the state
many informal contacts
relatively small education community
mobility of people in the same area
professional and community organization members
specific tasks or goals for networking
specific length of time
mind set – look for ways to network.

COLLABORATION IN VIRGINIA — A SYSTEM THAT WORKS

by Donna Webb
Achilles (Virginia) Community Education Coordinator

Collaboration – that rare accomplishment in which two or more parties work together *equally* on a project conceived by one or more groups – represents one of the most exciting aspects of community education. What makes that accomplishment even more exciting is not that it results in the generation of a huge corporation or the creation of a financial empire, but that it concludes with the development of a collaborative system that serves those unable to serve themselves.

Members of the Achilles Community Education Council in Gloucester County, Virginia, were discussing some of the community's problems at their monthly meeting when one problem began dominating the discussion. The residents of Achilles, located in the southern end of the county, were 25 to 30 miles away from the only Social Services office in the county. Many of the residents had no transportation or were in such difficult financial straits that buying gasoline to make the trip was impossible. Winter was approaching and the Social Services department had again received funding for the Fuel Assistance Program. Many of the residents qualified for assistance but the distance to the Social Services office provided a roadblock few could circumvent. Another obstacle was the fact that applicants had to apply in person; therefore qualified Achilles residents had little hope of obtaining the much needed assistance. The members of the Achilles Council were trying to solve this problem.

The suggestion was made to open up a room in the community school as a branch office for the fuel program, so that the residents of Achilles might have the same opportunity to participate in the program as did the other county residents. The vote was unanimous to contact the director of the Social Services department and discuss the possibility.

Simultaneously, the staff at the Social Services office was looking at its tiny lobby and reception area and wondering how they were going to accommodate the record number of applicants predicted to apply for fuel assistance. The tiny office and limited number of workers and volunteers were inadequate to handle the flow. The staff began trying to find alternatives to ease the situation.

When contacted by a council member about the possibility of opening an "outreach office" at Achilles Elementary School, the Social Services department realized the potential and the director agreed to meet with the council. Out of that meeting arose a collaborative effort that benefitted not only the residents of Achilles, but the Social Services department and the Community Education Council as well.

At the meeting, details of providing the program were discussed. In addition to offering space in the community school for an office, the council agreed to recruit volunteers to take applications, a place to conduct the volunteers' training session and access to necessary equipment such as a copier and a duplicating machine.

The Social Services department agreed to provide the applications, a courier to pick up each day's applications, a qualified instructor to train the volunteers and reimbursement to the school for the use of its copier. In keeping with the program's regulations, the Social Service case workers would assume responsibility for determining the applicant's eligibility.

Publicity for the new "outreach office" would be handled jointly by the Social Services director and the community school coordinator.

This type of collaborative effort marked a new direction not only for the Social Services department but for the school system as well. Prior to the Fuel Assistance Program, no agency had ever had access to the school in an outreach effort on a seasonal basis. Programs had been sponsored and classes conducted under the Community Education concept, but opening a section of the school as a seasonal office was a new concept.

Permission was obtained from the Superintendent of Schools to try the program, and then collaboration on the finer details began. Volunteers were recruited and the training session conducted. The Fuel Assistance Program "office" was officially opened and applicants began taking advantage of a service that distance had been denying them.

Upon completion of the seasonal program, an evaluation was conducted on its overall effectiveness and outcome. It was agreed by all concerned that through the collaborative efforts of the two groups a service had been expanded to reach those who were in need and who might not have been able to participate otherwise.

This example of interagency collaboration points out three necessities for a successful effort. First, the participating groups must be willing to assume an *equal* amount of responsibility. The load cannot be unbalanced as hard feelings and a lack of 'ownership' might occur.

Second, the participating groups must share a conviction that they are collaborating to help others – that the end result of their collaborative efforts will have improved or at least maintained the life style of those they are serving.

Third, evaluation is a *must*. Did the program accomplish its goals? Were the participating groups pleased with their own efforts? With the other groups' efforts? What could be done to make future programs more successful? These questions must be asked and answered honestly if collaboration is to continue and grow.

The Fuel Assistance Program effort was a starting point for the Achilles Council. Now the council is looking to other agencies and programs – thanks to a beginning collaborative system that worked.

SHARING OUR SELVES
LEARNING NETWORKS IN KENTUCKY

by
Sam Quick
Specialist, Kentucky Cooperative Extension Service

Jim Killacky
Former UFM Director of Outreach

Robert Flashman
Specialist, Kentucky Cooperative Extension Service

Arlene Gibeau
SOS Learning Network State Coordinator

Senior citizens banding together to form a food cooperative. A long waiting list for Conversational Spanish in a small rural Kentucky community. Learning preventive dentistry, fruit tree grafting, vegetable gardening, crime prevention, personal finance and do-it-yourself solar energy in an educational system where there are no course fees and the instructors teach for free. An educator's idle dream? Not at all. This and much more is happening in Kentucky's growing system of Learning Networks.

An SOS Learning Network is a made-for-Extension system of community learning. The potential of this approach to informal education is indeed vast, as is suggested by the following thumbnail sketch of a few of the unique features of the SOS Learning Network model:

- HAS BEEN SUCCESSFULLY LAUNCHED IN A VARIETY OF WIDELY DIFFERING COMMUNITIES
- IS THE MOST COST-EFFICIENT COMMUNITY LEARNING TO DATE
- GREATLY INCREASES EXTENSION'S VISIBILITY IN THE PUBLIC EYE
- TAPS A VARIETY OF PREVIOUSLY UNREACHED AUDIENCES
- IS AN OPPORTUNITY FOR GROUPS AND ORGANIZATIONS TO COOPERATE IN A MUTUALLY BENEFICIAL COMMUNITY EFFORT
- ENHANCES INDIVIDUAL AND COLLECTIVE SELF-CONCEPT
- PROVIDES A FORUM FOR ALL TYPES OF COMMUNITY CONCERNS
- IS A PROGRAM THROUGH WHICH HOME ECONOMICS, 4-H, AGRICULTURE AND COMMUNITY DEVELOPMENT CAN COLLECTIVELY FOCUS THEIR ENERGIES
- REQUIRES ONLY A SHORT-TERM COMMITMENT AND IS THEREFORE APPEALING TO NON-JOINERS
- IS PRIMARILY VOLUNTEER-RUN
- ACTIVELY INVOLVES A VERY LARGE NUMBER OF PARTICIPANTS OF ALL AGES
- IS A BOON TO THE EXTENSION HOMEMAKER PROGRAM
- HELPS DEVELOP A SENSE OF COMMUNITY

An SOS Learning Network is a model of community learning whose acceptance and success prove that its time has come. SOS stands for Sharing Our Selves. An SOS Learning Network is an organized but informal way for people to share their ideas, talents, knowledge and hobbies with others who are curious and eager to learn. It is a forum for meeting community needs and a mechanism for joining together persons who have similar interests. It is a project which extensively involves the grassroots people of a community and gives them an important measure of control over their own lives. A Learning Network also serves as a common meeting ground for people of all ages and backgrounds, giving them the opportunity to share concerns and work together.

The SOS Learning Network approach is a natural next step for Extension. It is based on an amplification of the two principles which have made the Cooperative Extension Service what it is today, namely, helping people help themselves and creative involvement of volunteers.

Each Learning Network consists of two components. The first component, the offering of community learning and development activities, represents the HEART of a Learning Network. The second component, the Community Resources Index, is an important but non-essential part of an SOS Learning Network. Both components are integrated and mutually supporting.

First Component: COMMUNITY LEARNING AND DEVELOPMENT ACTIVITIES (the HEART of a Learning Network). This component is built upon identified community needs and interests. Based on the understanding that every individual, regardless of formal academic credentials, has skills, knowledge, talents or experience worth sharing with others, a series of learning activities is developed.

Learning Network activities can be built around almost any subject of community interest. Forums for examining issues and concerns facing community life such as proposed zone changes, special needs of the elderly and challenging drug abuse can and should be included in the program. Learning Networks are also an excellent way of bringing together people with common interests and needs, thus facilitating activities such as Farmers' Markets and Day Care Cooperatives.

After community interests have been identified and learning activities and volunteer teachers/leaders have been decided upon, a catalogue of activities is developed and distributed to the general public inviting them to register. Teachers and

S. O. S. LEARNING NETWORKS IN KENTUCKY

leaders may or may not have degrees. Meetings take place in free spaces in churches, schools during "off hours," libraries, parks, homes, banks and so forth.

Second Component: **COMMUNITY RESOURCES INDEX** The Community Resources Index is coordinated from the County Cooperative Extension Service Office. The principal objective behind this service is the development of a centralized index (and awareness) of individuals in a community who have expertise in certain areas, and who are willing to occasionally volunteer to make presentations as a way of sharing their expertise. The Community Resources Index is a resource that potentially can benefit a total community. It also helps to give recognition to the expertise, both formal and informal, which usually exists unknown to most people in a given community. Extension's growing computer capability, incidently, lends itself well to efficiently organizing and updating local resource indexes as well as interfacing such systems into an area or statewide resource system.

An SOS Learning Network, then, is an integrated and dynamic informal community learning and development program based on the following simple concepts: (a) We are all learners and we are all teachers; (b) we often learn best when we share with others; (c) we grow as we share ourselves; and (d) sharing ourselves is one of the keys to creative community development.

Kentucky's Learning Network program was catalyzed in large measure by University for Man (UFM) which is located at Kansas State University (KSU) in Manhattan, Kansas. Based philosophically on the concept that "anyone can teach and anyone can learn," UFM started as a small free university on the KSU campus in the spring of 1968. It offered seven volunteer-led courses and enrolled approximately 150 people. Today UFM in Manhattan offers some 800 different events per year with over 12,000 participants – and the courses are still free of tuition, exams and grades.

VIRGINIA
TOBACCO
PIPES
STAR
VIRGINIA
LUXURY
PRIDE
OF
VIRGINIA

In 1975, in response to a growing number of requests, UFM developed an Outreach program, and began to assist small rural communities around the state of Kansas in developing their own programs of free university-community education. The outreach effort was further expanded in 1979 to test the assumption that the UFM model, developed in Kansas, was transferrable through different network systems. One of the systems invited to participate in these pilot efforts was the Kentucky Cooperative Extension Service. The forthcoming assistance from UFM gave the Kentucky concept of SOS Learning Networks – at that time merely an idea struggling for existence – just what it needed to get off the ground.

One of the keystones of Cooperative Extension is the fact that it operates through specialists out of a knowledge base at the university. Free universities, on the other hand, draw primarily on a variety of other knowledge sources such as the formal or informal expertise of local volunteers. SOS Learning Networks are taking a significant step forward by merging these two very valuable yet distinct bases of knowledge, and making the resulting information widely available to the total community. The fact that local citizens are responding in numbers beyond expectations suggests that this merger is meeting important needs.

The Spring of 1981 witnessed eight SOS Learning Networks already in operation across the State of Kentucky. With only eight Learning Networks involved, and based on three sessions (spring, summer, fall) per year, total annual enrollment exceeds 6,000. Using the very conservative figure of $15/course that is typically charged in most community education programs, we can say that in one year the participants in the eight existing free learning networks saved a total of $90,000. With a greatly expanded system of learning networks, the amount of "saved dollars" would clearly be phenomenal, not to mention the public visibility given to the Cooperative Extension Program. Moreover, our initial evaluation efforts point to dollars saved and public visibility as only two of a vast and impressive array of benefits that result when receptive communities establish SOS Learning Networks.

Real education is much more than just a pumping in of facts and figures and concepts. Real education is primarily a drawing out from one another what we already know. It involves people helping people see, enjoy and share existing and potential capabilities. Real education stimulates a deep sense of appreciation and trust and faith in ourselves and those around us. Real education is PEOPLE-GROWING and PEOPLE-GROWING is what SOS Learning Networks are all about.

PARTICIPANTS —
WHO IS GOING TO COUNT THEM?

by Steve R. Parson, Director
Cooperative Extension Program for Community Education
Virginia Polytechnic Institute and State University

Who Is Going To Count Them?

How many times has the following statement been heard during discussions about coordinating the delivery of community services or continuing education programs?

> We can't work with them because we can't agree on who is going to count and report the numbers of participants.

Closer scrutiny of this statement makes one wonder if this isn't just so much smoke to cover real issues that are involved in collaboration[1] between agencies (or more appropriately the lack of collaboration). Could the issue of which agency is to account for the number of participants be a real barrier to working together or one erected to hide other issues or constraints?

This author's response to that comment is typically lacking in tact and goes something like: "Why the hell can't you all count them and get on with it!" – a response that does not generally lend itself to establishing a lasting relationship with some professionals in the field, tending to cause them to beat a hasty retreat or quickly change the subject.

Perhaps it would be appropriate to identify a few of the other barriers (real or imagined) often identified as restraints to collaboration. Limitations of space allow us to only highlight a small sample.

1. *Incompatible administrative policies* – This incompatibility may be as simple as a problem in variations in participant fees. Some agencies charge fees to support their services or programs, others charge minimal token fees, and yet others charge no fees at all. In other cases it may be a difference in how individual organizations register participants for an activity or class.
2. *Variations in planning cycles* – Some agencies report that they formulate their program plans on a long-range basis which causes conflicts when they try to work with other agencies who tend to do more short-range planning.
3. *Unresolved unnecessary duplication of programs and/or services* – There are times in almost every community when two or more agencies or institutions are offering duplicate services or programs. This duplication is in some cases justifiable, but in others unneeded.
4. *Personality conflicts between personnel* – It has been said that agencies and institutions don't cooperate, but people do. Unfortunately, personality conflicts between the members of the staff of various agencies or institutions are often seen as barriers to collaborative efforts.
5. *Danger of further centralization of power* – At one time many associated with the community education movement portrayed the concept as an umbrella, with community education being the overall cover under which came such components as adult education, youth enrichment programs, recreation activities, etc. The problem with this illustration is evident to anyone who has ever tried to share an umbrella in a rainstorm. If the other person is holding the handle you are forced to go where they go or be left out in the rain. Therefore, the concept of coordination also carried with it the threat of "being coordinated," or that the direction of a particular agency's program would be dictated from outside.

It is becoming a rare event to pick up a journal from the field of community education or community services without being exposed to at least one article on interagency cooperation, or to attend a conference and not see it on the program. And now we have "networking," another label for the same process. There is little evidence to lead one to believe that this

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MORE WHO IS GOING TO COUNT THEM?

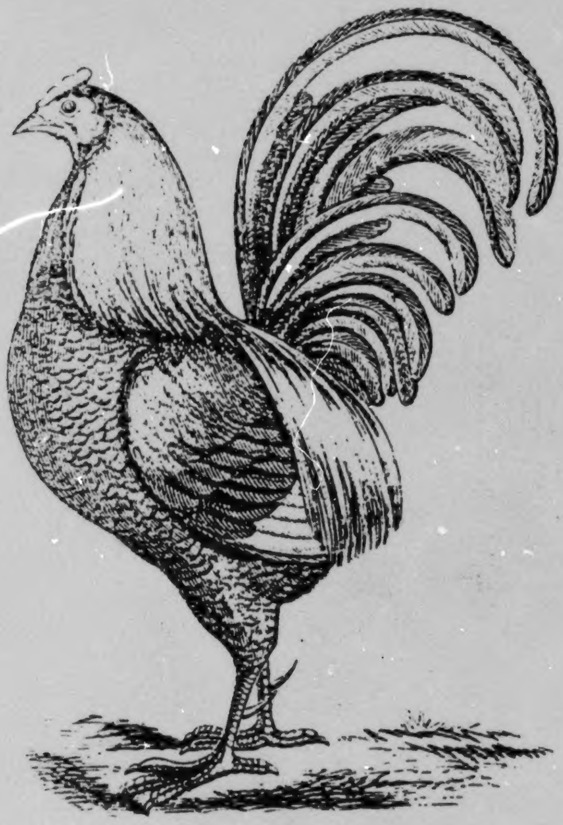
emphasis on interagency relationships will diminish. Rather, certain phenomena occurring in our society today (like fiscal conservatism or legislated coordinating agencies) will provide the impetus for increasing collaborative efforts.

Usually at this point the author is supposed to present definitive answers or solutions to all the problems so glibly identified earlier. Unfortunately, it is much easier to identify problems than to suggest solutions. However, some possible answers are discussed below.

Who Counts?

Returning to the issue of conflicts on who is going to count the participants, it should be noted that in most cases dollars are tied to numbers. In many agencies budgets and revenues are directly tied to the number of persons enrolled in a course or activity. This revenue is usually in the form of reimbursement for educational programs from the state and tuition or fees collected from participants locally.

Funding generated by the reporting of numbers leads too often to intense competition for the right to register and count a particular group of students. Perhaps, an initial sharing of information concerning the funding of programs can help clear up some conflicts. Lack of information leads to misconceptions, which inhibit collaboration. Who knows? Collaborative efforts may even lead to sharing fiscal resources, or to some form of joint budgeting.



Administrative Policies/Planning Cycles

When the issues of incompatible administrative policies and variations in planning cycles are raised as barriers to cooperation a closer examination will usually reveal that no effective structure to bring organizations effectively together has been implemented. In many communities there may be some form of an "Interagency Council" which practices "show and tell" cooperation; representatives from each of the community organizations and agencies get together (usually for lunch) and take turns showing and telling the others what programs and services are planned. However, seldom is there any time for discussing problems identified by the community or for assessing resources in each independent agency available to help citizens deal with those problems. An effective community resource council will facilitate joint planning by resource agencies on both a short-term and long-term basis. These organizations must be concerned with joint planning and problem solving rather than simply information sharing.

Duplication of Programs and Services

It should be noted that to this point the author has avoided using those catch-phrases, turf and territory. However, no examination of interagency collaboration seems complete without such a reference. In many communities the loudest cry currently being raised is that some agencies' territories have been invaded or that an organization is offering programs traditionally offered by another.

Granted, conflicts of duplicated effort are not easily resolved. However, without some sort of effective mechanism to plan collaborative ventures it would seem that duplication, unwarranted competition and inefficient use of resources will continue. In each community an honest assessment must be made of the resources available to meet needs. There will be times when collaborative decisions must be made as to which agency or institution has the greatest resource or capacity to offer a particular program. In other cases it may be determined that by combining the various resources of one or more agencies the potential impact is greatly increased.

Kerensky was among the first in community education to apply the term *synergism* to community education:

> . . . the most important simple concept, or tenent in the entire array of assumptions that underpin Community Education is the 'concept of synergism.' Synergy suggests that through combined and correlated forces, united action takes place and the relative strength of each component is enhanced. In other words, the sum of the whole is greater than the sum of the parts.[2]

STILL MORE

WHO IS GOING TO COUNT THEM? . . .

Minzey has gone a step further by defining the community school and the community school director as "programmers of last resort." When no other agency or institution is ready, willing or able to meet a need identified by the community, then and only then, the community school becomes a program provider.[3]

Personality Conflicts

As for personality conflicts getting in the way of collaboration, all that can be said is that effective working relationships between agencies, institutions or organizations must begin with people. The development of a trust level between individuals will be necessary before any risk can be taken in a collaborative venture. In short, you must trust me before we are going to be able to work together. If you do not trust me you will not be willing to risk your resources in a program in which you will share the control.

Centralization

The last barrier, danger of further centralization of power, is one that is also currently sharing center stage. With increased centralization and regulatory power developing at both the state and federal levels of government there is a concommitant reluctance to lose potential power by an individual agency or institution at the community level. However, with rapidly growing federal and state regulations it may be important that workable voluntary coalitions be formed as an alternative to an externally imposed "coordinating authorities."

In Summary

The challenge to people in the community service field is becoming clearer each day. There must be developed an "interdependence" among those agencies, institutions, and organizations. This interdependence will bring about a new synergism to increase the potential for impacting the problems we face in making communities better places to live. As Warden put it, ". . . what is needed is not drastically different approaches but rather simply more efficient articulation of existing services and programs."[4] Unless community service professionals come together soon to formulate more efficient structures for the articulation and maximization of resources, someone else may do it for them, with results that may mean greater bureaucracy and more centralization of decision making. It is time to stop treating interagency collaboration like the weather . . . with everyone talking about it, but no one doing anything.

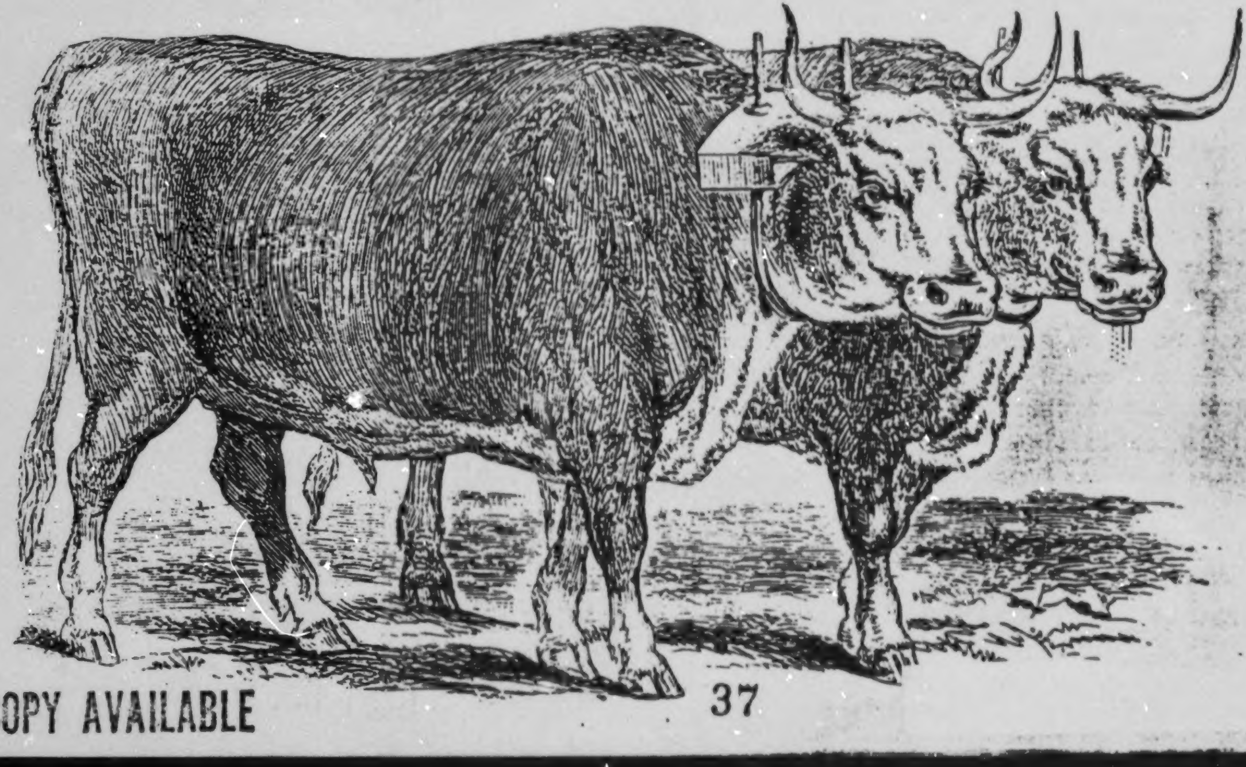
FOOTNOTES

1. George W. Eyster uses the term collaboration "to imply more intensive, longterm and planned concerted efforts by community organizations than are usually implied by the terms interagency coordination or interagency cooperation." Eyster, G. W., "Interagency Collaboration . . . The Keystone To Community Education," *Community Education Journal*, 5:5, September-October, 1975, pp. 24-26.

2. Kerensky, V. M. "Community Education: A New Synergism," *Community Education Journal*, IV:2, March-April, 1974, p. 30.

3. Minzey, Jack. "Community Education: The Facilitator for Others to do Their Thing," *Leisure Today*, April, 1974.

4. Warden, J., "Benefits of Collaboration," *Journal of Alternative Human Services*, 4:1, 1978, pp. 18-21.



IF AGENCY COOPERATION IS THE ANSWER,

WHAT IS THE QUESTION??

by Robert Shoop
Kansas State University

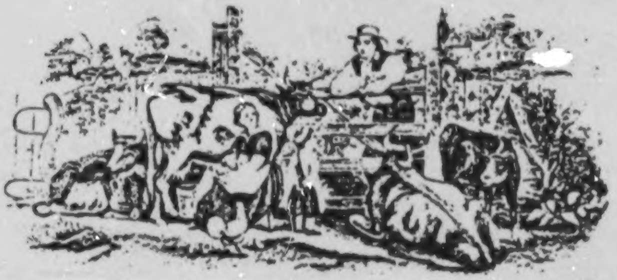
The concept of interagency cooperation has recently come into vogue. There is a proliferation of journal articles and workshop sessions which focus on networking, collaboration, cooperation, and coordination. I am somewhat apprehensive about this sudden burst of interest in agency cooperation. It seems to me that we are experiencing something similar to the game where you are given the answer to a question and then you are expected to come up with the question. For example, the answer is "Dr. Livingston, I Presume." The question is, "What is your full name, Dr. Presume?"

I believe that most people in the human service delivery profession have a pretty good idea of the answer: Cooperation. What is often lacking, however, is an understanding of exactly why we should cooperate. In fact, for many cooperation is an answer to a question that has not yet been asked.

To my way of thinking, agency cooperation and networking are at the very heart of any process of community education. In fact, I would go so far as to say that unless there is a comprehensive process of agency cooperation in question, community education does not exist.

Why is cooperation needed? One answer is to provide long-range solutions to community problems. Some community educators believe that their primary responsibility is to conduct a needs assessment and then to assist citizens to receive various human services. After a needs assessment is conducted and the perceived needs of the community are prioritized, the community educator may begin to assist in the development of various programs to meet needs. Because society is complex and the challenge of working with divergent groups is often frustrating, there is a strong temptation to "go it alone." Any community educator who succumbs to this temptation is suffering from a serious form of myopia. By operating independently it is possible to achieve short range goals, but long-range solutions to the causes of a community's problems require a coordinated process of interagency cooperation.

Another reason cooperation is needed is so that total community health can be achieved. An institution might focus on its need to survive rather than on a total community's need for service if it defines community narrowly and its role in the community as one of intervention. If this view is accepted it is possible for an agency to believe that it is succeeding regardless of the total wellbeing of the community. However, if the agency perceives itself as one element of a total human service delivery system, then the only legitimate measure of success is the total health of the community.



Cooperation leads to better service. Service to the people of the community must be the primary concern of any human service agency and of every community educator. Services and programs must meet immediate needs, be easily accessible to the people, be affordable, and be responsive to changes in the community. The likelihood of these criteria being met is significantly reduced if there is not cooperation in the development of a comprehensive process of human service delivery. Whether an agency describes itself as governmental, school-based, or community-based, a primary issue that it must face is its relationship with other service agencies in the community in order to provide better service.

In addition to better service, greater economic efficiency in service delivery brings the issue of inter-agency cooperation into the forefront of any discussion of community education or human service delivery. Officials of service agencies now face a three-pronged problem: it is becoming more and more difficult to raise funds; there is an increasing number of agencies competing for a limited amount of money; and operating expenses are rising at an alarming rate. The severity of the situation varies from community to community; however, often communities that have the greatest demand for human service delivery are the ones that can least afford these services. Public tax-supported agencies as well as private non-profit organizations are being forced to reduce their services at a time when many people are in the most serious need of help. At the same time that the tax-payer revolt is reducing the budgets of public agencies, a decrease in public giving is limiting the scope of operations of many charitable organizations. The main motivation of interagency cooperation is to better serve the various needs of the people by eliminating competition and duplication of services. By working together each organization can make a more significant contribution toward serving the needs of the community.

For me, cooperation means a process of bringing representatives of all service agencies together with representatives of the communities that these agencies are designed to serve. The leadership and expertise needed to mobilize and facilitate this process will not emerge by some magically natural action. People must serve as conveners, facilitators and catalysts in this process. For me, these people are community educators. They might be employed by school systems, libraries, recreation departments, hospitals, or any one of the dozens of other agencies in the community. Community education is that process that results when the citizens of a community work hand in hand with the service agencies to identify and solve the various problems of the community. Thus, to the question, "How can the human service needs of a community be best met?" is the answer, "Agency cooperation."

IN OREGON —
COOPERATIVE AGREEMENTS THAT WORK

by Starla Jewell
Community Education/Services Specialist
Oregon Department of Education

Community schools, because of their unique positions within communities, can bring to bear upon the educational system the combined resources of a community. In times of budget cuts and scarcity of resources, the community school has the potential to identify and coordinate community resources to maintain and supplement school district programs as well as other services. Our focus is on managing existing resources effectively, rather than obtaining them. By identifying and coordinating the human and institutional resources of a community, the community school can provide a delivery system previously not in place.

Oregon's 1981 federal project addressed this concept of interagency cooperation. Two demonstration projects were developed. The urban project was located in Salem, Oregon, and the rural project in Baker, Oregon. The two projects, though based on the same premise, turned out to be quite different. Salem found themselves focusing on three other agencies that offer similar or duplicate services:

Salem School District had worked in cooperation with all three agencies on occasion, but they wanted to make some firm, written commitments. The Parks and Rec worked with Salem on an agreement to share school district facilities. The Extension Service, because of budgetary problems, decided to forego working on the project. They expressed a strong desire to continue once they had firm funding. The third agency, Chemeketa Community College (CCC) received the most effort. The administration and staff at CCC were very supportive of an interagency agreement. and organized a one-day workshop for community school staff from Salem, and the community college staff.

Two needs were expressed at the conclusion of the joint conference. One was a look at the impact of the proposed cooperative tasks on staff and budgets. The second, to take advantage of the conference momentum, called for immediate action on the top priorities of the two agencies. An ad hoc committee was formed at the conference and they began a series of meetings over the following two-and-one-half months. Calling itself the Cooperative Planning Committee, it has spelled out three major tasks to be undertaken over the next twelve months: shared publicity; joint programming in selected community schools (a pilot project); and a combined agency directory. Two agency agreements have emerged to provide a more formal context in which to continue with this project. One agreement contains general statements of conditions and attitudes in the community which support such cooperative ventures. The second spells out the nature of the three tasks mentioned above. It has become the role of the Cooperative Planning Committee to provide oversight to other sub-committees and individuals undertaking the three tasks.

The Baker project, being in a small, rural community (population 10,000), was easier to develop. Baker is relatively new to the community education concept. It was first introduced to the concept in 1979 at a workshop sponsored by the Oregon Department of Education (ODE). Thirty-two people attended the workshop and they decided that further investigation was warranted. The ODE funded a 90-day grant to disseminate information about community education throughout Baker County and to examine the feasibility of starting community school programs in the area.

In January, 1980, at the end of the grant period, a community school ad hoc committee was formed to investigate funding sources and determine the best direction for the program. That direction was determined to be one of coordination to keep existing services and agencies from unintentionally duplicating one another or scheduling events simultaneously.

The Baker Federal Project Coordinator, Theresa Johnson, formed an advisory council consisting of representatives from 14 agencies. This council is instrumental in both an advisory capacity and as a clearing house for local happenings. One of their main projects this year has been development of a monthly community calendar that lists all happenings in the community. A total of 72 organizations and clubs are listed, along with contact people, meeting times, and places.

A second effort is the Community Service Directory. The project coordinator is working with the Baker County Health Planning Council on organizing information to present to the telephone company for inclusion in their next phone directory. They are titled Community Service numbers and would provide basic information, listed by topic, to everyone who has a phone.

A third project was a community fair at which 33 agencies and organizations participated. Each participant provided displays and/or demonstrations. Community evaluations of this project were very positive. Many said that they learned of services of which they were not aware.

Another component of the Baker project is an agreement between Blue Mountain Community College, Baker Education Service District and the Baker School District. Adult Education courses (ABE, GED) are run through the college to the ESD. The Community School Coordinator then coordinates the delivery of those programs, does the advertising, etc. This three-way agreement allows the college to deliver their program to Baker County (which does not have community college services) and the community school coordinator can assess the needs and program to meet those needs.

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NEWS FROM THE NATION

The February *Federal Update* reported on a national Community Education Advisory Council contract to the Oregon Community Education Development Center to identify elements of agency coordination among human services agencies. One part of the contract, to be carried out by Larry Horyna, was to convene individuals representing national associations and federal agencies to discuss the topic of coordination.

During July two one-day meetings were held in Washington, D.C. – a one-day meeting for selected Federal agency personnel and a one-day meeting for national associations' representatives. The sessions focused on barriers to cooperative efforts and looked at ways to overcome them. The two meetings will generate examples of coordination within the groups and between the public and private sectors. As part of the contract, the Oregon center will produce a booklet describing different cooperative efforts among human service agencies and organizations.

* * *

An Investigation of State Governance of Community Education by Helen M. Jones reports and analyzes the occurrence and nature of state governance plans for community education. Specific attention is given to the existence of state plans, legislation, state funding, and advisory boards in this paper that was recently submitted towards a Master of Adult and Continuing Education degree.

More information is available from the author at 240 N. Washington #3, Moscow, Idaho 83843.

IN OREGON . . .

(from the previous page)

What happens at the end of this project year? Baker School District has budgeted a small amount to carry some of the services, and we are looking forward to the other participating agencies coming forward with enough to continue the Coordinator position at the current level. They plan to continue meeting as an advisory group regardless of the funding. We have demonstrated that when agencies and organizations work together much more can be done for much less (dollar costs).

The current projects, though deemed successful now, will be truly successful if the cooperative agreements will last. Time is the factor that will make that determination.

A Needs Assessment, based on Abraham Maslow's "Hierarchy of Needs" is being conducted in New Braunfels, Texas. Arlen Tieken and Nancy Poe head the project, which is federally funded. A report of the process and findings will be published in September and copies will be available upon request. Contact Arlen Tieken, 512-625-8081.

* * *

Neighborhood Watch signs are springing up on street corners throughout the Cuyamaca community in El Cajon, California, as the school and the Police Department work together to establish Block Associations to combat crime and vandalism. Katha Cochoit, 714-588-3157.

* * *

During recent months, 12 state directors of adult and community education have been serving on an Ad Hoc Committee to explore increased coordination between adult and community education. At its first meeting last September, the group developed a rationale for coordination, identified potential barriers and discussed existing cooperative efforts. Topics discussed were dissemination, training, state level planning, administration of regulatory and special grants.

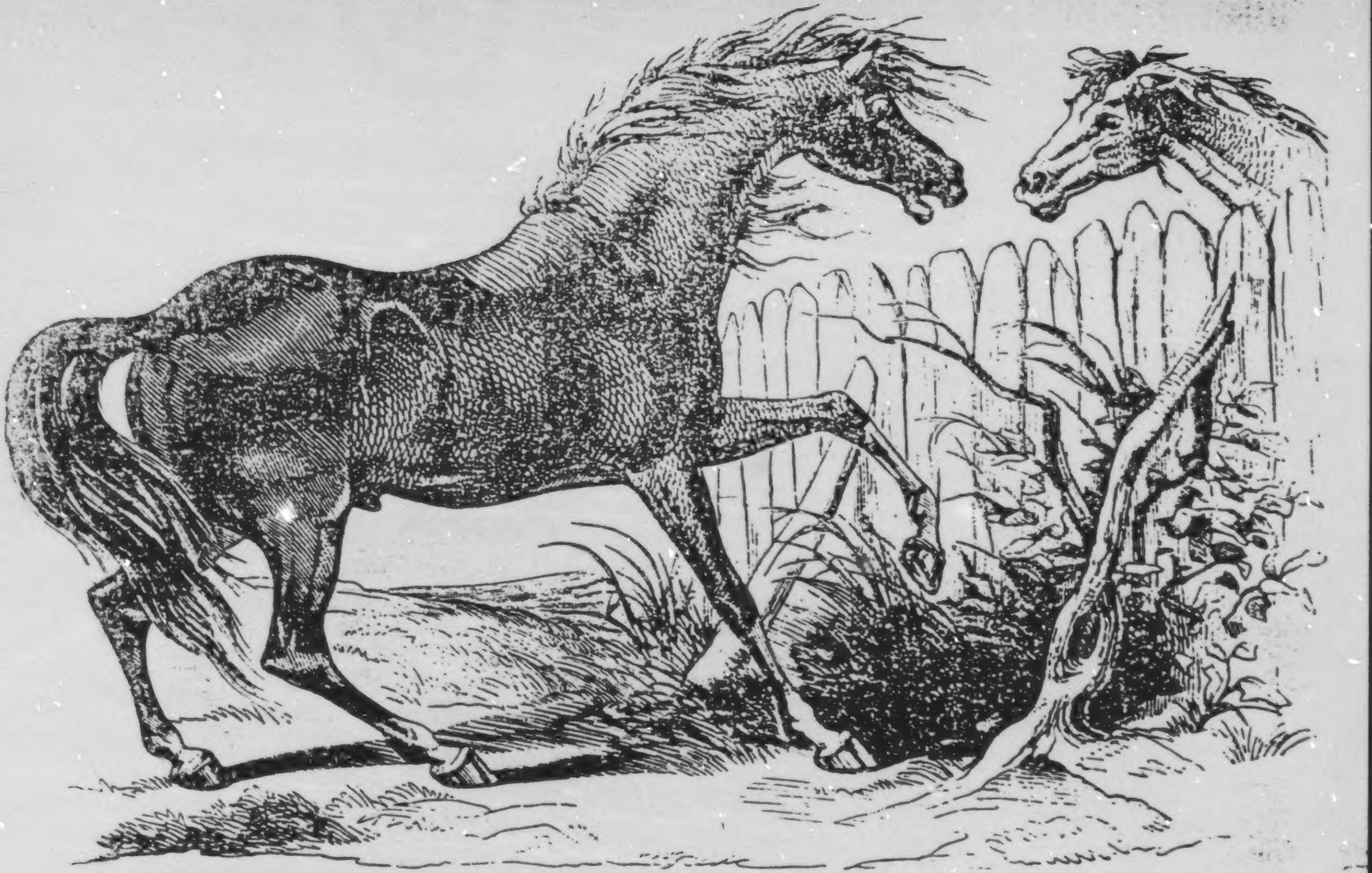
During the Adult Education State Directors Conference in June in Washington, D.C., the Ad Hoc Committee, chaired by Barry Semple of New Jersey, discussed ways to clarify and improve efforts between the two areas. Members agreed that a publication listing exemplary community-based adult education programs, using community education processes, would be useful to the field. The anticipated publication will be a sampler of existing programs which work in a coordinated fashion.

* * *

The Elmira City School District is working with the Chemung County CETA and Elmira College to provide an appropriate educational course for CETA terminees. It is designed to assist individuals who are now in CETA-subsidized employment positions and will be without work as a result of the CETA budget cuts. It assists them with emotional and practical adjustments and culminates in a Regional Job Fair.

* * *

Students from the Elmira senior high schools participate in a program that is designed to integrate Community Education into the K-12 curriculum. While participating in this program the high school students receive leadership training and decision-making experience.



Southwest Center for
Community Education Development
108 Farmer Education Building
Arizona State University
Tempe, Arizona 85281
941371

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85281

Sue Maes, Director
University for Man
1221 Thurston Avenue
Manhattan, Kansas 66506

New Covington school: no tuition, no homework

Page 4K

The Kentucky Post
Monday, March 23, 1981

School's in

New community classes at Panorama Apartments teach what the students want to learn

Kentucky Post Home/Life Editor

A NEW SCHOOL just opened in Covington. And most of the students are over 60.

There's no tuition, no homework, and no problem with attendance.

The school is the Panorama Learning Newtwork at Panorama Apartments, 111 Brent Spence Square, and it's one of three new free community education programs to be added to the Sharing Our Selves, or SOS, Learning Network.

"With these new programs we've got eight networks in the state," said Arlene Gibeau, Ft. Mitchell, who is state director of the volunteer program.

Three more networks plan to open in the fall. "And there are several more in the wind," Mrs. Gibeau said.

"It's an idea that has come along at a time when people are ready for it," she said. "I see a strong community spirit developing. People are working together."

And the name, Sharing Our Selves, is what it's all about.

Mrs. Gibeau works through the Kentucky Cooperative Extension Service to organize the program. But each individual network is planned and operated by the community.

Volunteers from the community offer to teach skills or subjects that they feel expert in. Space for the classes is usually found in public buildings or schools. Everything is volunteer.

The Panorama Learning Network is the second in Kenton County. Another is in Ludlow.

Other networks are operating in Grant, Pendleton, Gallatin, Clay, Laurel and Pulaski counties.

"Panorama is held in the Panorama senior citizen apartments, but it's not just for seniors," Mrs. Gibeau said. "We happened to have a lot of interest there and the place was convenient.

It turned out to be one of the larger programs in terms of attendance.

"Our enrollment is 389, and there are 51 enrolled in the square dancing alone," Mrs. Gibeau said.

The classes include sewing, tatting, macrame, quilting, the how-to of setting up a food co-op, nature walks, classic films, acting, cosmetics, cooking for one or two, candy making, aerobic dancing and nutrition.

Most of the students are seniors, and the classes are tailored to fit the students' needs. The notice for the whittling class carries a warning that the course is not a good one for persons taking a blood thinner, because of the danger of an accidental cut.

"Each network is different," Mrs. Gibeau said.

"Livingston County is a very rural area, and the people are interested in learning things that will help them on the farm."

She said one woman who is adept at "taking the chill off baby pigs" had volunteered to help develop a course on caring for newborn animals."

The Aerobic dance class at Panorama gets under way with leg lifts, above, and arm exercises at left. The students are, from left, Helen Vulhop, 76; Lavinia Langer, 65; Emma Reib, 72; Lillian Vollmer, 75, and Madeline Anderson, 73.

APPENDIX B

Oklahoma Supporting Materials

The
University of Oklahoma at Norman

Assistant Vice Provost
Continuing Education Services

July 7, 1981

MEMORANDUM

TO: Dr. William H. Maehl, Jr.

FROM: Jerry L. Hargis Jerry L. Hargis

SUBJECT: Proposal for the Community University Program (CUP)

As you know, at your direction I have been working on the "Free University" program concept with representatives of the grant (now phased out) for a Free University activity in three Oklahoma Communities from the Kansas program.

This program has met with much success in Jones, Harrah and Choctaw,Oklahoma. It seems to provide an excellent mechanism for a public services thrust for the Continuing Education Services Division. Thus, contained herein is a proposal for the use of $12,800 of the $32,800 new money provided this Division by your office for the establishment of a model, mechanism and technical assistance for one year's operation of a **COMMUNITY UNIVERSITY PROGRAM** (CUP).

THE CONCEPT

Every town, no matter how small, has a wealth of untapped human resources within it. Teaching and sharing among neighbors and friends not only promotes learning, but enhances the sense of community in a small town, increases social cohesion, and can lead to projects and community development activities that go beyond classes and group meetings.

This concept of learning and sharing is rooted in our pioneer tradition. Long before there were institutions of higher education in Oklahoma, people learned from each other the necessary trades and skills to survive and prosper on the frontier. Today that spirit still lives - the idea of citizens being responsible for their own learning, of doing things for themselves, of creating local programs that meet their own community needs, tailored to the characteristics of the community.

1700 Asp Avenue, Room 206, Norman, Oklahoma 73037 (405) 325-1096

CUP Proposal
July 7, 1981

THE PROPOSAL

The Program will provide technical assistance, develop training materials, and work to establish COMMUNITY UNIVERSITY PROGRAMS in eight Oklahoma towns based on the Free University model. A communications network between existing Free University programs and programs established through this project will be developed.

THE BACKGROUND

The Free University model was developed by staff at the University for Man at Kansas State University and has primarily been used in rural Kansas for the past fourteen years. In 1979-81 the model was further refined in Choctaw, Harrah and Jones, Oklahoma through a project of the Metropolitan Library System. The basic philosophy is that knowledge should be shared with others in a community and that the teachers are not paid to lead classes. There are no requirements of class leaders other than a willingness to share a skill or knowledge of a particular subject. Classes are held in conveninet and appropriate places, on a schedule determined by the community.

It is now time for the concept to take hold and spread to other communities in the state, and the University is the appropriate vehicle for the transmission of the concept.

THE OBJECTIVES

- To institutionalize the Free University model into a variety of Oklahoma bases.
- To increase the number of self-sufficient or locally supported community education programs in Oklahoma.
- To establish a communications/support system for this type of program and a network to these programs from the University of Oklahoma.
- To provide an identifiable public service by the University to Oklahoma communities that could lead to identification of other educational needs and an audience of dedicated continuing learners.

CUP Proposal
July 7, 1981

THE METHOD

The University of Oklahoma will develop a locally based "partner" in each of the eight targeted towns (Yale, Holdenville ,Prague, Pauls Valley, Kingfisher/Loyal, Perry and anadarko). These locations have been selected by population, availability of educational opportunities, drive time from central campus, geographic location representation and potential for programming. The potential "partners" in each town are local churches, libraries, community mental health centers, public service and social organizations, city government, etc. These organizations would have knowledge of the town, its problems and needs, potential volunteers, staff to be trained in the CUP model etc. A proceedures manual will be developed in the first month of the project and made ready for distribution to those individuals and groups in those communities which choose to participate in the program. Local individuals will be encouraged to contact all segments of the community to set up and obtain maximum participation in a town meeting designed to discuss the program. If the community wishes the program, a "steering committee" will be formed to develop the program in cooperation with community representatives and using the University staff as resources in the process. Following the organization activities, class offerings will be determined and the process begun.

THE BENEFITS

For the University:

- To enable the institution to expand, in an organized way the public service activity of CES, strengthen its ties to the state's communities, and promote positive public relations.
- Provide the Institution with a communications network to help with community services programs and provide contact with key individuals and community resources.
- Provide a source of continuing learners.
- Assist in educational needs assessments with representative state groups.

For the Communities:

- Provide the availability of free classes for social, educational and recreational activities for citizens.
- Establish a communications system within the community for the development of the classes which might provide other uses.
- Provide a structure for the mechanics of community identification of problems, and enhance development process for problem solving.
- Develops individual human resources and a sense of community greater than existed before the experience of the program.

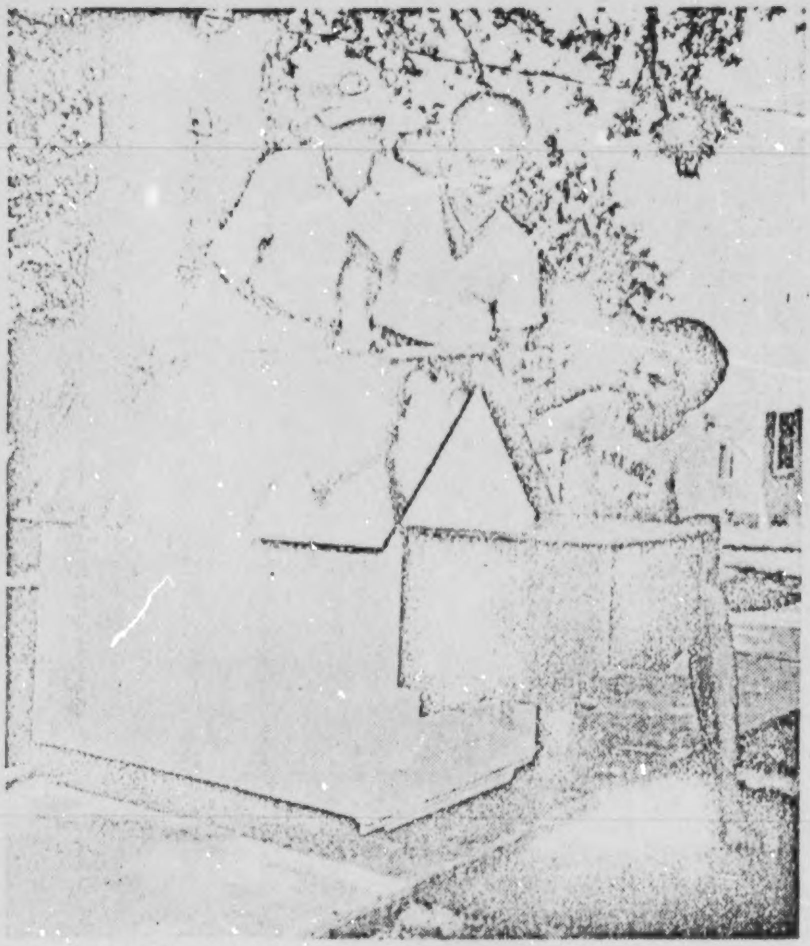
THE TIMETABLE

July - September	Prepare training materials; develop and print CUP MANUAL; Advise communities of available assistance; identify potential sponsors.
October - December	Train co-sponsor staff and key volunteers in four towns; hold community meetings in four towns; development of staff and steering committees in four towns.
January - February	Spring Session development in four towns; consultation with co-sponsor staff and steering committees; train staff and key volunteers in remaining towns (2-4).
March - April	Spring classes in four towns; town meetings in remaining towns.
May - June	Summer session development in two towns; evaluation and planning for fall in four towns.

THE BUDGET

Personnel costs:	.5 appointment/Coordinator (including benefits)	$ 9,600
Transportation & travel	Estimate 1,000 miles/month	2,400
Supplies and Materials (purchase)	Teaching Free Booklet	100
Food & lodging for overnight trips		700
		12,800

Certain other expenses for the project (phone, duplicating, postage etc.) estimated at approximately $2,000 will be born by the office of Assistant Vice Provost for Continuing Education Services.



Minor Formby, Todd Wilburn and Sean Huffman, from left, admire the doghouse they made as a cooperative learning effort.

Retiree, 2 boys span the age gap

By Diane Hust

HARRAH — A new community education program has proved beneficial to a Harrah retiree, a pair of best friends and the town's canines.

Todd Wilburn and Sean Huffman have spent the summer learning carpentry from Minor Formby, a retired Oklahoma Tax Commission collector. Together the three built a doghouse, from which they made a tidy sum.

"We've already got an order for another doghouse," Formby said.

The Harrah Bridge, a free community education program, opened this summer. Based on the theory anyone can teach and anyone can learn, the program encourages citizens to volunteer their time as instructors.

Formby was approached by coordinator Jean Keisey and agreed to show two neighborhood boys how to build a doghouse. The senior citizen, who took up carpentry after retiring, is well known in Harrah for his martin houses.

Todd and Sean eagerly signed up for the evening lessons.

"They're both just a little extra smart," Formby said.

Both boys got a chance to work with heavy carpentry equipment. "Sean pushed the trigger on the belt sander and it almost took off with him," Todd said. "Then I held it so hard, it pulled backwards."

Formby closely supervised the more dangerous parts of the projects. "But the things that were easy to do I let them do," he said.

During the project Sean did cut his hand. But the mishap occurred while slicing bologna and not while wielding a saw.

The carpenter challenged other senior citizens to volunteer to teach similar classes. "They can build up confidence in themselves and the kids," Formby said.

As for himself, Formby plans to find two other boys for the next doghouse project. "It's not that I don't like these boys. I love 'em. I just want to spread this goodness around."

Bridge Closes Generation Gap

by Lorrie Janowiak

A lasting friendship has been cemented between one Harrah Man and two young boys as the result of the Harrah Bridge, an educational program within the community.

Mrs. Wilburn, mother of Todd Wilburn encouraged her son to become interested in the program being offered by Mr. Minor Formby, who is well known around town for his Martin Bird houses. Mrs. Wilburn called Mr. Formby and made the necessary arrangements. Todd decided to ask his best friend Sean Huffman to join in the class.

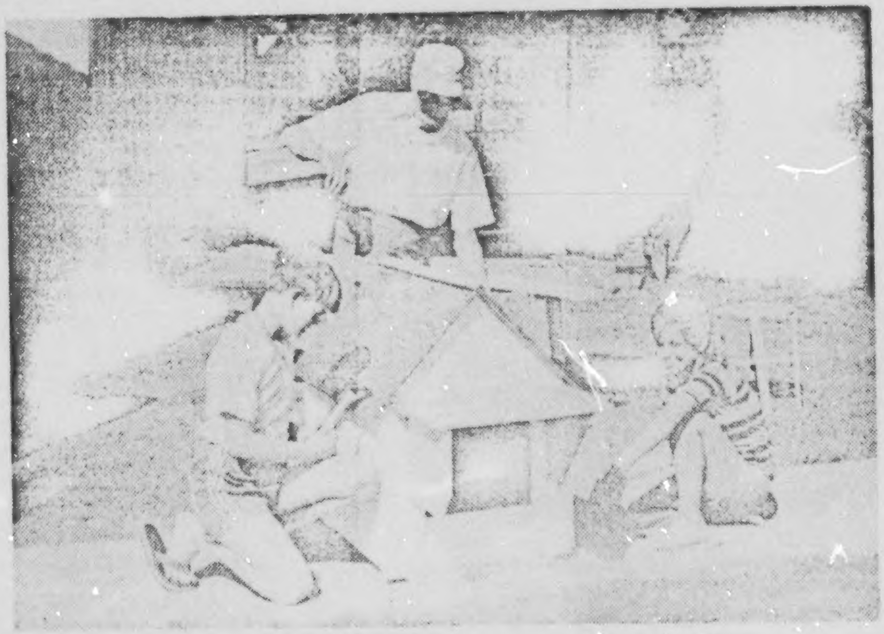
The first project was a giant redbird that has not been finished. Instead, the three decided to try their hand at constructing a dog house which they tackled with a great deal of zeal. They also had the thought in mind to finish the project which they felt they could eventually sell to help defray the cost of lumber.

Saws hummed, and six busy hands proceeded to put the dog house together. Everything went along at a good pace, but a few complications interferred before the project was completed. Todd had to spend a few days out of town and Sean injured his hand on a knife opening a package of bologna, an injury that required some stitches.

Finally the project was ready for a paint job. Todd and Sean painted the outside of the house and Mr. Formby painted the top.

Mr. Formby said, "It has been fun doing this. I have made good friends with two good boys." Asked if he would like to add any more young men to his training project he said, with a chuckle, "Two's enough for Me."

The three are now making plans for a second project which will be a birdhouse. If anyone is in the market for a well built red, white and blue dog house there is one for sale at the home of Mr. Formby. After the expenses are deducted, the money will be split three ways.



Minor Formby and friends put finishing touches on dog house.

Learning's fun — and free — at Ludlow's 'university'

STAFF PHOTO BY JOE MUNSON

dlow Free University ceramics class members work on Christmas ornaments. From Janet Gaiser, Ludlow Carol Beutel, Ludlow; Doris Wheatley, Covington; Jackie ds Ludlow; and Nell Nieberding, Ludlow.

By Jim Reis
Kentucky Post Staff Writer

Susan Bailey bounces to the beat on her "night out." So do Barbara Martin and Loraine Altevers.

The three set aside every Tuesday night to keep in shape. And the best part is it doesn't cost them a dime.

The three Ludlow women are participants in Ludlow Free University, a five-month-old free, experimental, continuing education program.

More than a dozen courses, ranging from beekeeping to real estate to chair caning, were offered during Ludlow U's first semester — which ran from June through August.

This semester there are mostly crafts courses, except for "dancercise," which offers students a chance to both dance and exercise.

Among the courses, which vary in length from one night to eight weeks, are "Nutrition and Diet," 6:30-7:30 p.m. every Tuesday and Thursday; "Crochet for Beginners," 7 p.m. every Thursday: "Advanced Crochet" 1 p.m. every Monday; "House Plants," 7 p.m. Nov. 12; "Christmas Candy," 7:30 p.m. Nov. 17; and "Party Foods," 7 p.m. Nov. 20.

Mrs. Bailey, 23, who works as a medical secretary and office manager for Dr. Don Frickman in Highland Heights, said she gyrates weekly because "part of my job is passing out dietary information, and it wouldn't look very good if I wasn't in shape myself."

Mrs. Martin, who teaches English and history at Ludlow High School, said she signed up for "dancercise" because she needs to keep active. "I lost 64 pounds several years ago and I need to keep the weight off.

"My husband (Steve) is a medical student and I can't afford to go to one of the health clubs," she added. "This way I can have the benefits of an exercise program and at a great price — which is free."

Mrs. Altevers, 61, also is taking the course to lose weight. "I'm not sure if I've done that, but I feel a lot better and that's what's important."

Mrs. Betsy Brewer, a food a nutrition agent for the Ludlow 4-H fice who also doubles as a ceram and exercise instructor, said ma Ludlow U. students sign up for cour to learn a skill.

Ludlow U. has helped students teachers alike, said Mrs. Janet Gai who serves as a part-time 4-H ag and instructor.

The program is based on the cept that everyone is an exper something. And with a little guida and encouragement, people can their knowledge with others

Mrs. Beth Ronnebaum teach course in ceramics in her baseme The 29-year-old Ludlow house and mother of three said she alw has been interested in showing oth how to make ceramics. Most of friends and relatives learned her, but she never taught a course

"I think I've gained a lot of co dence teaching," Mrs Ronne said. "I've got ceramic pieces all

—More on Page

Ludlow U. stresses learning for fun

Continued from Page 1K—

my house, but I've never tried to sell any of them. I think I'll give it a try."

The Rev. James Bernard, pastor of the First Presbyterian Church of Ludlow, teaches the course on chair caning. But it was he, and not his students, who had to hit the books.

Bernard said he had caned a number of square- and oval-shaped chairs, but during the first class meeting, a student walked in with a round chair.

"If you aren't familiar with chair caning, that may not seem that important. But it is different, and the student and I had to learn together," he said.

And Robert Wartman, owner of the Ft. Wright-based Energy Conservation Co., said he felt his course on solar energy gave him a better understanding of some of the public's misgivings about solar energy and how to deal with them.

Finding people to give up a spare evening to teach — with no pay — has been a problem for Ludlow U., with the organisers often depending upon word of mouth.

"Sometimes we get talking in a group during one of the classes and we find out they have some knowledge in a field where we've been needing help," Mrs. Gaiser said. Other teachers have been friends or friends of friends.

The grapevine has worked well in student recruitment, too.

"I've told a lot of my friends about the classes," said Mrs. Frank Colvin, a Ludlow resident studying macrame.

The faculty and student body of Ludlow University range from homemakers to business people to school teachers, Mrs. Brewer said. The majority of the students live in the Ludlow-Bromley-west Covington areas, although courses are open to all.

"I think there is a great sense of community pride here," Mrs. Baxter said. "That's the reason I feel the program is working."

When Ludlow Free University opened its doors in June, organisers said it would only succeed with dedication and if worthwhile courses were offered.

Some 400 residents rose to the challenge.

The program is organized through the cooperative extension service at the University of Kentucky, said coordinator Barbara Baxter.

The concept of the free university is new to northern Kentucky. It is said to have originated in 1964 at the University of California at Berkeley.

In 1968, Kansas State University set up the first state-recognized program, which now boasts more than 900 courses and an enrollment of about 12,000.

Organizers of the Ludlow U. have expanded their program to include a daily pre-school, a coupon exchange program and are trying to compile a list of discount businesses in greater Cincinnati.

New programs are important, the organizers believe, but most important is having a non-traditional, practical curriculum that puts the emphasis on learning for fun, not tests and note-taking.

STAFF PHOTO BY JOE MUNSON

Ludlow Free University students tackle a macrame project. From left are Myrtle Callender, Marita Molique, Sandy Keller and Frankie Colvin, all of Ludlow.

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JOINING
OF
NEIGHBORS
FOR
EDUCATIONAL
SHARING

Community
Learning
Program

Spring 1981 Classes

About JONES CLP

Neighbors sharing knowledge with each other is the idea behind the JONES (Joining of Neighbors for Educational Sharing) Community Learning Project. Classes are free--although a small fee may be charged to cover materials used. The emphasis is on people working together to share talents and resources. There are no prerequisites for students and no degree requirements for teachers. We believe that everyone has something to teach other people and that people who want to learn for their own satisfaction should be able to without cost or grades.

We wish to express our thanks to everyone for the terrific response to the first series of classes that we held last fall. This has been an inspiration to the many people who volunteered time to get this project off the ground. Through continued community involvement and cooperation JONES (Joining of Neighbors for Educational Sharing) is pleased to share with you this second series of classes.

The JONES Community Learning Project is co-sponsored by the Metropolitan Library System and the community of Jones. The library's assistance in producing this brochure helps keep the classes free for the community.

Appreciation and thanks go also to the First State Bank of Jones, the Jones City Council, Jones Public Schools, the area media and all those who have agreed to provide classroom space or leadership skills.

The JONES CLP Steering Committee:

Jean Doggendorf
Carol Siddiqui
Susan Pratt
Kathy Dilbeck
Betty Stroope
Paula Walderich
Darlene Janz
Earlene Carpenter
Willela Steger

Registration is on a first-come, first-serve basis. Advance registration is required.

**YOU CAN ONLY REGISTER FOR CLASSES DURING THE SCHEDULED REGISTRATION TIMES.

*DO NOT ENROLL WITH INDIVIDUAL CLASS LEADERS. Telephone numbers are included only so that they may answer questions about their classes.

Registration commits you to a course. This allows leaders to prepare enough materials and to contact you if there is a change in date or location of the class. It also guarantees your place in a class which may be limited in size. If you enroll, then cannot attend, please notify the course leader or call 399-5667 or 399-2410.

Registration Information

REGISTRATION SCHEDULE

First State Bank of Jones
Friday March 27 2 to 6 p.m.

Jones City Hall
Saturday March 28 9 a.m. to noon

Telephone registration can be made during these hours by calling

FRIDAY ONLY: 399-2221 SATURDAY ONLY 399-5301

For questions about enrollment, call Jean Doggendorf--399-5667, Carol Siddiqui--399-2410 or 390-8418--The Choctaw Extension Library.

WHO CAN TAKE A CLASS?

Anyone Can.

These are community classes for those who have a desire to learn want to develop new interests, or would like to meet others with similar talents. No grades or credits are given. Your reward is the joy of learning something new.

WHO CAN LEAD A CLASS?

You Can.

Everyone has a unique store of knowledge and skills. You can turn your abilities into course offerings like those listed in this brochure. If you have an idea for a new class, just call or write. We would like to put your thoughts into action.

Classes

Harness The Wind (Using Wind Energy)

Bruce Johnson 771-3551

Saturday 3:00 p.m. to 5:00 p.m.
Length: One Session
Meeting Date: April 4
Location: 7605 N. Post Road
Limit: Eight to Ten

The class will cover basic principles to operate both water pumping and electricity generating windmills. Emphasis will be placed on small systems suitable for individual homeowners, and there will be an opportunity to observe a home wind energy system in use.

Bruce has been experimenting with, and using wind energy for the past four years. By keeping his needs moderate, his two windmills provide 100% of the electricity and water for his small homestead.

Flash Foods (Microwave Cooking)

Pat Hauser 396-2568

Thursday 10:30 a.m. to noon
Length: One Session
Meeting Date: April 2
Location: S.E. corner of Anderson and Memorial Road,
(more explicit directions can be given at enrollment)
Limit: Six

This class is for those who might be interested in buying a microwave oven. Pat will cook a full meal in the microwave oven and teach some of the basics of using the microwave. Each individual will bring something to help make the meal complete. More instructions will be given at time of enrollment.

Pat finds microwave cooking to be an efficient way to feed her family and save time, and will share what she has learned.

Government Is Your Business - "GO SEE TOUR"

Government in the Making

Earline Carpenter 399-5434

Length: One Session
Meeting Date: April 29
Location: Meet at Earlines home 12315 E. Britton Road
(½ mile west of Hiwassee Road on north side.)

Class will include: Tour of Oklahoma State Capitol
Visit with your legislature
Attend a Committee Meeting
Attend session of the legislature

Earline has been a member of the LWV since 1964. The league is a non-partisan organization whose purpose is to promote political responsibility through informed and active participation of citizens in government. Also a member of Common Cause, another non-partisan citizens lobby organization.

$$GENERIC DRUGS$$

Hal Abel 399-2277

Tuesday 7:30 p.m.
Length: One Session
Meeting Date: April 7
Location: Jones Drug Store
Limit: Ten to Twelve

Learn about generic equivalents, the pros and cons of generic drugs and the basic facts about generic drugs.

Hal has been a pharmacist for nine years. He is a graduate of the University of Oklahoma and owns the Jones Drug Store.

Sock It To Me Sunshine (Solar Energy)

Joe Glosemeyer 399-5126

Monday 7:00 p.m.
Length: One Session
Meeting Date: April 27
Location: St. Robert's Church Hall

This will be a basic introduction to solar energy. This is the class to attend if you are a do-it-yourselfer and would like to modify and make your home more energy efficient.

Joe has been reading and studying on his own for ten years. He has helped to organize a workshop in Oklahoma City on solar energy.

No Political Grafting (Budding Trees)

Ed Darby 396-2652

Saturday 1:00 p.m.
Length: One Session
Meeting Date: May 2
Location: ½ mile north of Memorial Road on Henny Road
east side of road.

Ed will bud some trees and explain how to make tools used in budding.

Budding trees has been Eds' hobby for 10 years. He will be sharing what he has learned in this area.

Tied Up In Knots (Macrame)

Kathy Dilbeck 399-2280

Tuesdays, 7:30 p.m.
Three sessions
Meeting dates: April 28, May 5, May 12
Location: St. Robert's Parish Hall
Limit: Five

The first lesson will be on basic knots. The second session will cover simple macrame.

Kathy became interested in macrame as a hobby two years ago and has filled her home with many of her projects.

All That Glitters....Is Not Necessarily Gold (Or Diamonds!)

(Lapidary)

Arthur Ainsworth 399-2970

Meeting Dates: April 30, May 7 Time: 7-9 p.m.
Length: two sessions
Location: 12315 N.E. Britton Rd. (W.L. Carpenter residence)

Mr. Ainsworth will be teaching basic rock hounding skills...identification, cutting, cracks and abrasions, shaping and template patterns. He will also provide information on places to buy or hunt rocks or purchase equipment. Silversmithing, designing patterns for jewelry making, gifts and merchandising will be other topics for discussion. Rocks and finished jewelry items will be on display for the class.

Mr. Ainsworth had three semesters of training at Oscar Rose Junior College in the Senior Citizens program. He has spent five years pursuing his hobbies of rock hunting, grinding and making jewelry.

Cotton Eyed Joe (Country Dancing)

Kathy Dilbeck 399-2280

Thursday 7:30 p.m.
Length: One Session
Meeting Date: April 23
Location: Legion Hall in Jones
Limit: Twenty Couples

Three versions of the popular country dance step will be taught.

Kathy took lessons and is willing to share the steps she learned.

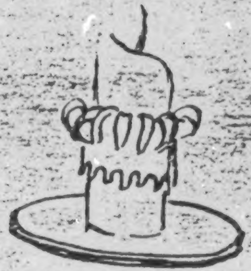
Getting to the Point (Needlepoint, that is)

Susan Pratt 399-2216

Tuesday, 1:00 p.m. Meeting Date: May 5 Length: One Session
Location: 14301 Teresa (off Henny Rd. between 63rd and Wilshire)
Limit: Six

Do you have a needle point project that you have been itching to do? Bring it along and Susan will help you get started on the basics of needlepoint.

Susan has been doing needlepoint for ten years. She enjoys making her own designs and working with different textures.



Hot Stuff (Candle Making)

Kathy Dilbeck 399-2280 Limit: Ten

Tuesday 7:30 p.m. Meeting Date: April 7
Length: One Session Location: 508 Sweetbough

Learn how to make ice candles, snow-covered and chunk candles from every day items in your kitchen.

Kathy learned the art of candle making from experimenting on her own.

Where There's A Will--There's A Way

Wills & Estate Planning

Joan Park Saunders 272-9461

Meeting Date: April 15
Time: 1-3:30 p.m.
Location: To be announced
ONE SESSION ONLY

This presentation will center on the need for wills as well as teach you the basics of preparing one. While it will not take the place of an attorney preparing your will for you, it should answer many general questions and help you begin planning your estate.

Joan, who is an attorney for the Legal Aid Society, specializes in helping older people.

Prepare and Share International Dishes

Carol Siddiqui 399-2410

Saturday 7:00 p.m.
Length: One Session
Meeting Date: April 25
Location: 14236 Teresa (½ mi. south of Wilshire on Henny Rd. 4th house on south side of street)
Limit: Ten

Those participating in this class will be asked to prepare an international dish, share it with the other participants, and tell about the recipe and its origin.

Carol participated in a sharing group for three years where people brought prepared food and shared buffet style their recipe secrets.

Cactus Flower (Cactus Culture)

Edward Lopp 399-2855

Saturday, 1:00 p.m.
Length: One Session
Meeting Date: April 11
Location: St. Robert's Church Hall

Ed will be teaching care of cactus. There will be cactus on display for the class.

Ed has been studying and raising cactus since 1974. He has over 250 different varieties of cactus.

Laying Down the Law (Electoral Process & Law-Making)

Ann Savage 751-6382

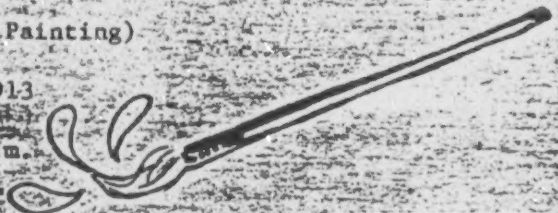
Wednesday 7:00 p.m. to 9:00 p.m.
Length: One Session
Meeting Date: April 22
Location: 12315 N. E. Britton Road
(½ Mile west of Hiwassee).

Learn about the process of elections and law-making.

Ann has been involved with the political system for many years as lobbyist for the LWV, State President and National Board Member. In 1980 she had firsthand experience in campaigning as a candidate for the Oklahoma House of Representatives.

Free Tole Painting (Tole Painting)

Willela Steger 399-2913



Thursday, 7:00 p.m. - 9:00 p.m.
Length: One Session
Meeting Date: April 9
Location: N.E. corner of 4th street and Main,
(Britton Road) in Jones
Limit Four

Willela will be talking about different ideas, techniques, etc. as well as giving a demonstration of tole painting.

Willela has been painting for several years, much of it tole painting.

Keeping "Old Betsy on the Road" --Literally
Auto Care and Defensive Driving

Arthur Ainsworth 399-2970 Monday, 7:30 p.m.
Meeting Date: May 4 Length: One Session
Location: 12315 N.E. Britton Road (1/2 mile west of Hiwassee Rd.)
Home of W.L. Carpenter

This class will cover basic emergency road repairs, basic trouble shooting and diagnosis of trouble. Mr. Ainsworth will also be teaching basic driving techniques in emergency situations and general good driving habits.

Mr. Ainsworth has many years of automobile repair and maintenance. He has driven under all conditions and has 4½ years of driving experience in sports car events and Sports Car of America Racing.

Singles and Doubles "Crochet That Is"

Jean Doggendorf 399-5667
Monday 7:00 p.m.
Length: Two Sessions
Meeting Date: April 6 and 13
Location: 14200 Teresa
Limit: Four

Jean will teach the basic crocheting stitches, following pattern directions. Bring an aluminum crochet hook, size I or J, and 4 ply yarn to first class. Jean has been crocheting for 15 years.

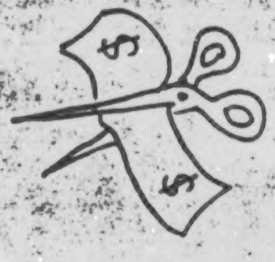
Getting Back to the Basics (Organic Gardening)

Joe Glosemeyer 399-5126

Monday, 7:00 p.m.
Length: One Session
Meeting Date: May 18
Location: St. Robert's Church Hall

Some of the topics that will be covered in this class are: Seed quality, soil life, climate factors, insects, crop rotation and companion planting.

Joe has been reading and experimenting in Organic Gardening for 10 years. He has been a member of Bio-dynamic Gardening Club.



Clip Your Way to Savings

Couponing & Refunding

Rita Holder 390-8513
Meeting date: May 13
Wednesday, 9:30-11 a.m.
ONE SESSION ONLY
Location: Choctaw Extension Library

If you are the type who forgets to take your coupons to the grocery store--this group is for you. These meeting are to help beginners get started in couponing and refunding. Rita says there is money to be saved and made with this hobby. Bring coupons you don't need (for exchange) as well as any refund forms you have collected. (See back of this brochure for more information.)

Rita is an experienced couponer/refunder and saves 20% on her monthly grocery bills.

Is Your Land-E-Scaping???

(Landscaping)

Mark Sneed 478-3550

Meeting Date: April 13
Time: Monday, 7-9 p.m.
ONE SESSION ONLY
Location: Sneed Landscaping, 2100 East Britton Road

Mark will teach you the basics of landscaping and planning. He will also clear up some common misconceptions. A question and answer session will follow the program. Brochures will be available for a nominal fee.

A fourth generation nurseryman, Mark has 18 years of experience. He is a graduate of Oklahoma State University and owner of Sneed Nursery.

Sign Language of the Deaf

Ruby Gunn 399-2261

Tuesdays, 4-5 p.m.
Length: Eight sessions, April 7-May 26
Location: To be announced Limit 10

This class will provide a basic knowledge of sign language, including American Sign Language as well as some Signing Exact Language.

A teacher at Oscar Rose Junior College in Midwest City, Ruby has taught sign language for 30 years. A $5 fee for a textbook is required for this class.

Candy is Dandy

Ikey Orick 348-0511

2 p.m. Sunday, April 5, Location to be announced
Age limit: Must be 4th grade or older

Ikey will teach you the easy way to make delicious candies... without parafin or a candy thermometer. You'll learn to make a variety of Easter goodies as well as peanut butter cups, cherry cordials, mints and candy bars. Free samples will be given. In order to have an exact number of the samples, please be sure to attend if you enroll. Supplies may be purchased at the class.

Ikey is owner of Ikey's Cakes and PanTree in Edmond.

Sweet Art (Cake Decorating)

Faye Flowers 399-2213

Thursdays, beginning April 9
Time: 9:30-11:30 a.m. (If this time is not convenient, Faye will be happy to arrange other sessions.)
Location: 122nd & N. Douglas Blvd.
Limit: 5 or 6

Learn the basic steps in cake decorating. Faye says you can make "jillions" of different cakes using only one basic tip. She is willing to help you anytime.

DO YOU KNOW?

ARCADIA YOUTH AND FAMILY LIFE EDUCATION CENTER serving Eastern Oklahome County, has a wide range of family services available. For information, call 396-8022.

OCCUPATIONAL ADULT PROGRAMS at the Eastern Oklahoma County Area Vocational Technical School are now underway. Some classes for adults are being taught evenings at Jones High School. For details about the various programs available through the school, contact 769:5648.

KNOW YOUR LIBRARY When was the last time you visited the Choctaw Extension Library? Or have you? Maybe you haven't discovered the riches that are available there. Drop by the Choctaw Extension Library, an extension of the Metropolitan Library System, at 14625 NE 23rd.

OPEN Tuesday, Friday & Saturday 9 a.m. - 5 p.m.
Wednesday & Thursday 11 a.m. - 7 p.m.

Closed Sundays and Mondays

COUPONING AND REFUNDING is rapidly becoming a good method of saving on grocery dollars. A group of Choctaw residents meets monthly at the Choctaw Extension Library. Jones area residents are invited to join them. They meet the second Wednesday of each month from 9:30 - 11 a.m. Bring your coupons for exchange.

LEAGUE OF WOMEN VOTERS OF OKLAHOMA has a slide-tape presentation available to clubs on the need for school finance reform in Oklahoma. For details contact Earlene Carpenter, 399-5434, or Susan Pratt, 399-2216.

JONES CITY COUNCIL MEETS First and third Tuesday of each month at City Hall.

JONES SCHOOL BOARD MEETS First Monday night of each month at the high school.

CERAMICS CLASSES Creative Ceramics, 100 West Main, Jones, 399-5346.

NATURAL CHILDBIRTH sessions are on-going. If you are interested in attending or would like information, call Denny Mead, 733-5338, or Marla Bussell, 390-8710.

ATTENTION, NATURAL FOOD FANS: Want to save money on food bills and eat better at the same time? For $1, you can join "Jest Gettin' By" Co-op and enjoy whole grain and organic foods as well as other items at big savings. Call David or Margaret Lapham, 399-5172.

THE COUNTY STORE A community-based food cooperative. For more information, call Mary Mahoney Clinic, 769-3301, ext. 192 or 492.

TRI-CITY YOUTH AND FAMILY CENTER, INC. is a non-profit corporation serving Eastern Oklahoma County since 1974. A wide range of community mental health and youth services are offered, including treatment of individual, marital and family problems. Tutoring programs and facilities for community groups and organizations are also available. Call 390-8131.

EASTERN OKLAHOMA COUNTY ARTS & CRAFTS GUILD meets the 2nd Thursday of each month at 7:30 p.m. in the Choctaw Extension Library. Demonstrations are given at each meeting. Visitors are welcome! (Anyone interested in giving a demonstration should contact Marty Wyskup, 390-2345.) For oil painting classes call Barbara Brandon, 454-2159.

EASTER CANDY MAKING CLASSES are scheduled during late March and April at Ikey's Cakes and PanTree in Edmond. Sugar eggs and other Easter basket goodies are among the classes Ikey plans. For details call 348-0511.

TOASTMASTERS INTERNATIONAL Interested in knowing more about this worldwide organization? Jones resident Maedean Smith would like to recruit local members. Call 399-5186.

A special THANK YOU to Willella Steger, Paula Walderich and Susan Pratt for their help in preparing this brochure.

What Did We Forget?

RETURN THIS FORM TO:
JONES CLP
c/o Jean Doggendorf
Rt. 2, Box 411 a-2
Jones, OK 73049
or
Choctaw Extension Library
P.O. Box 549
Choctaw, OK 73020

NAME ______________________________

ADDRESS ____________________________

CITY _______________________________

PHONE ______________________________

A GOOD ADDITION TO THE BROCHURE WOULD BE:

____

____

I AM WILLING TO LEAD A CLASS ON: __________

____

______ I WOULD LIKE TO VOLUNTEER SOME TIME

TO KEEP THE JONES CLP GOING.

metropolitan library system
serving oklahoma county

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CLASS BROCHURE

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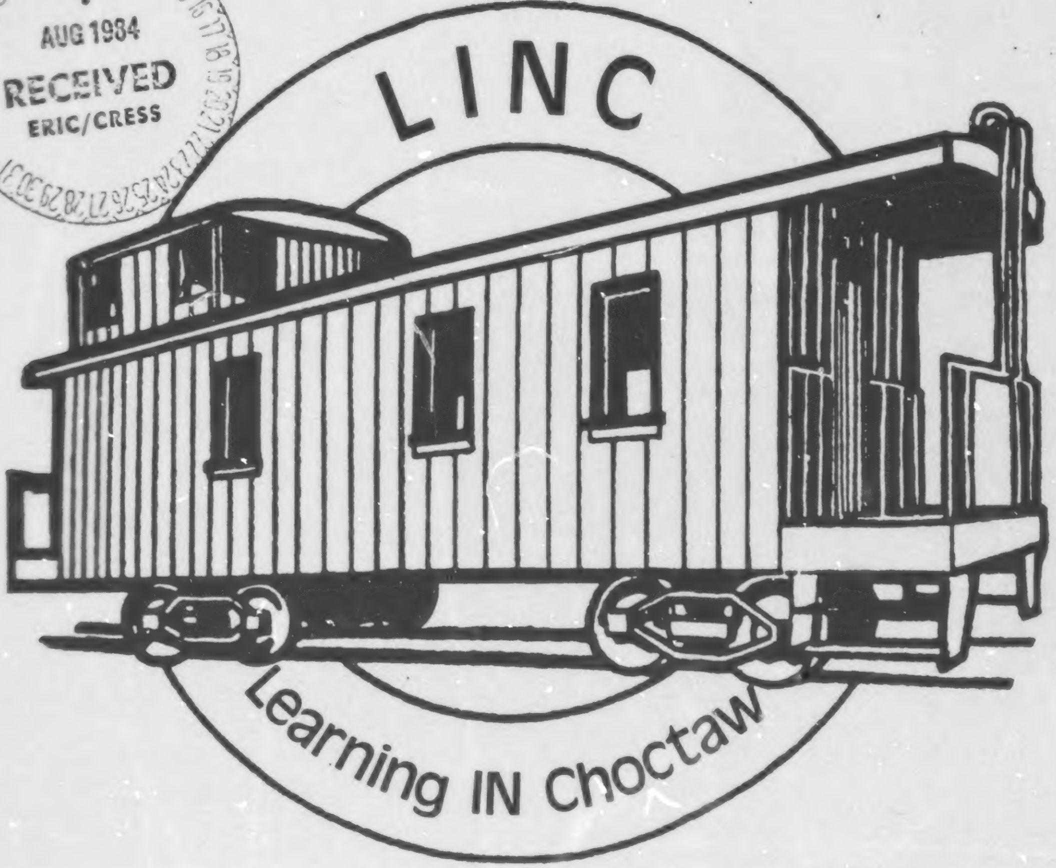
LINC
Learning IN Choctaw

FREE - TAKE ONE

About LINC...

LINC (Learning In Choctaw) is a free educational resource for the entire community. Anyone can take the courses and anyone can teach. There are no prerequisites for the students; no degree requirements for the teachers. We believe that everyone has something they can teach to other people and that people who want to learn for their own satisfaction shouldn't avoid learning because of cost or grades.

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Thanks...

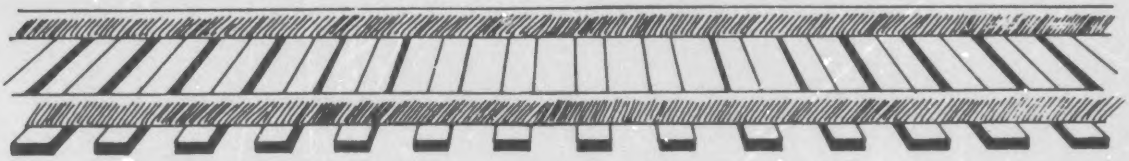
Through community involvement and cooperation LINC is pleased to share with you our first series of course offerings. These are made possible only by the efforts of many good people who have volunteered time to help in many ways.

Special thanks goes to the Choctaw Reading Center and the Metropolitan Library System for providing room and printing help; Tri-City for office space; the area media, for their support with timely and informative stories and announcements; and all those who have provided space for course meetings.

A very special thank you to the people of Choctaw who got LINC off the ground:

LINC Steering Committee

Margaret Mueller
Lois Murphy
Cathy Lowry
Kathy Rogers
Marla Bussell
Niki Marshall
Dee Shrum
Maureen Goodmon
L.G. Johnston
Roger Greider
Judy Greider
Patricia Marcum
Ann Huffman
Denny Mead



Registration Information

For those of you who wish to take one or many courses, we urge you to register.

First, select the courses that interest you. Before enrolling check your calendar to be sure you can attend, then record the dates of your classes.

REGISTRATION IS IMPORTANT!
By registering you are committing yourself to a course. This allows the leaders to prepare enough materials and contact you if there is a change in date or location of the class. It also guarantees you a place in a class which may only be able to take a few students. If you cannot attend, please notify the LINC office (390-8418) or the course leader. There may be a waiting list of those wishing to attend.

WHO CAN TAKE A CLASS??????

Everyone can. These are community classes for you, your family and everyone who has a desire to learn and share. While taking one of these courses you may develop a new interest, or meet others in the community who share the interests and desires you already have. There are no grades or credits given, just a lot of knowledge and fun shared by all. The courses are free, except for small material fees if needed.

WANT TO LEAD A CLASS??????

You can. Everyone has a unique store of knowledge and skills just as they have unique desires and needs. You can turn these skills, desires and needs into course offerings like those listed in the brochure, or any kind of idea you may have. If you would like to start a new course, or have an idea for a new one - just call or stop in and we shall put your thoughts into action.

REGISTRATION SCHEDULE

CHOCTAW READING CENTER
N.E. 23rd and Main

Friday, March 14th 1:00pm to 7:00pm
Saturday, March 15th 9:00am to 5:00pm

Telephone registration can be made during the same time by calling

390-8418

EARTH

HARNESS THE SUN - Passive Solar Retrofitting

John Robison

Saturday, 9:00 a.m. to 12:00 noon
Meeting Date: April 5, 1980
Location: To Be Announced

Topics to be covered are passive space heating; domestic water heating; passive cooling and weatherization; and a general overview of ways to add solar energy units onto pre-existing systems in the home.

(John Robison is an Architect, specializing in passive solar energy systems. A member of the International Solar Energy Society and Oklahoma Solar Energy Association.)

DOES DIRT UNDER YOUR FINGERNAILS MEAN TOMATOES IN YOUR SALAD?

Jean Abts

Tuesday, 7:00 p.m. to 9:30 p.m.
Meeting Date: March 25, 1980
Location: Choctaw Reading Center - Reading Room

(A daytime class will be arranged if there is enough interest.)

While there is no magic formula, this course will attempt to cover the basics of getting the ground ready, how and when to plant, what varities are good for this area, weed and bug control, and anything else you need to know to harvest that bumper crop.

(Jean is a very determined gardener with 11 years experience. She has experimented with varieties of crops that produce well in this area and will share the results with you.)

GARDENING THE WAY THE GOOD LORD INTENDED

Frank Shaw

Tuesday, 7:00 p.m. to 9:30 p.m.
Meeting Date: April 1, 1980
Location: Choctaw Reading Center - Reading Room

This program will introduce the fundamentals of organic gardening; preparing the soil, and taking care of a garden without the use of chemical fertilizers and insecticides.

(Frank is the President of the OKC Organic Gardening Club and is widely known for his expertise in this method of gardening.)

SKILLS

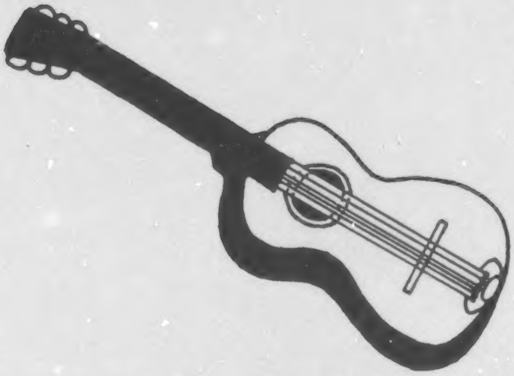
INTRODUCTION TO CANINE OBEDIENCE

Sheri McGuire 390-2806

Wednesday, 7:00 p.m. to 8:00 p.m.
Length: Ten Sessions
Meeting Dates: April 2, 9, 16, 23, 30, 1980
May 7, 14, 21, 18, 1980
June 4, 1980
Location: To Be Announced
Limit: Fifteen

The topics include: Heeling, on leash, recall, return to heel, position, down, sit stay, down stay. Her goal is to train a dog to be well mannered and obedient. YOU will need to bring a choke chain and an 8 ft. lead ---- Don't forget your dog!!

(Sheri is a Pre-Vet Major, currently working at a Veterinary Clinic. She has taken her dog through 30 weeks of obedience school.)



BEGINNING GUITAR

Ron Brashear 390-8407

Saturdays, 10:00 a.m. to 11:00 a.m.
Length: Eight Sessions
Meeting Dates: April 5, 12, 19, 26
May 3, 10, 17, 24
Location: Choctaw Reading Center
Group Room
Limit: Ten - Minimum age 10 years

This beginners class will cover the basic names of parts of the guitar and how to tune, 7 basic chords, and learning to play melody. You will need to bring a basic beginners guitar book on chords and a guitar.

(Ron has appeared on all three local major T.V. Stations and has performed over the last 4 years with such artists as Conway Twitty, Tammy Wynette, and Waldo Jackson.)

TANNING ANIMAL HIDES FOR FUN

Cecil and Nancy Foster

Saturday, 1:00 p.m. to 5:00 p.m.
Meeting Date: May 3, 1980
Location: Leader's home
(directions will be available after registration)

This class will teach the modern process of tanning animal hides. It will contrast the differences between the modern and primitive tanning methods. Wear old clothes and bring a notebook and pencil.

(Cecil and Nancy do leather and beadwork. In order to make better all leather moccasins, they began tanning hides themselves over seven years ago. This way they can make authentic Indian moccasins.)

HEALTH

THE DANGERS OF EATING AMERICAN STYLE

Rhayma DeMasters	769-3301

Monday, 10:00 a.m. to 11:00 a.m.
Meeting Date: March 24, 1980
Location: Choctaw Reading Center
Reading Room

Are you being short changed on nutrition? Come learn some easy ways to make more nutritious home cooked products. We'll discuss basic nutrition pertaining to vitamin needs and general health for all ages.

(Rhayma DeMasters is a registered dietitian at Mary Mahoney Health Center and has taught many health classes in the past.)

EVERYTHING YOU'VE ALWAYS WANTED TO KNOW ABOUT "NATURAL" CHILDBIRTH BUT DID NOT KNOW WHOM TO ASK

Marla Bussell	390-8710
Denny Mead	733-5338

Monday & Tuesday, 7:30 p.m. to 9:00 p.m.
Length: Two Sessions
Meeting Dates: March 17 & 18, 1980
Location: Leader's Home
(map available at registration)
Limit: Fifteen

This program will discuss the concepts of "natural" childbirth and will give you an opportunity to design continued classes around your specific needs. Everyone is welcome!!!!

(Marla and Denny have had children by both traditional and nontraditional methods and are willing to share their experiences.)

WHAT'S IN A NAME: GENERIC DRUGS

Judy Greider, R.Ph. 390-2191

Tuesday, 7:00 p.m. to 9:00 p.m.
Meeting Date: March 18, 1980
Location: Choctaw Reading Center - Reading Room

This presentation will explain what generic drugs are. Some of this information can save you precious dollars on your medication bills. Specific questions about medications for anyone from kids to seniors will be answered.

(Judy is a registered pharmacist, owns Choctaw Pharmacy, and is a member of Okla. County Pharm. Assoc., Okla. State Pharm. Assoc., Nat'l. Assoc. of Retail Pharmacists, American Pharm. Assoc., and a graduate from the O.U. College of Pharmacy.)

CPR - RACE FOR LIFE

Tim Boyett and Steve Heath 390-2431

Monday & Tuesday, 7:00 p.m. to 9:00 p.m.
Length: Two Sessions
Meeting Dates: March 17 & 18, 1980
Location: Choctaw Fire Station #2
Choctaw Road & Reno
Limit: Fifteen

In this course, the signs and symptoms of heart attack and cardiac arrest will be taught along with the proper response. Proper technique for cardiopulmonary resuscitation (CPR) will be taught using the American Heart Assoc. system. Students will practice techniques using a dummy.

(Both Tim and Steve have taken the two-year Emergency Medical Training course at S.O.C.J.C. and are qualified CPR instructors certified by the American Heart Association.)

MOVEMENT

STRETCH AND GO

Cathy Lowry 390-2077

Mondays & Wednesdays, 10:00 a.m. to 11:00 a.m.
Length: Eight Sessions
Meeting Dates: March 31, April 2, 7, 9, 14, 16, April 21, 23, 1980
Location: To Be Announced
Limit: Ten

The purpose of this class is to help people who may be interested in starting a regular exercise program. It will be a very non-traditional exercise class. You will stretch and walk and talk while seeing some of Choctaw's parks.

(Cathy has enjoyed being involved in exercise classes and would like to share what she learned to help you get in shape.)

BELLY DANCING

Joan Fillipo 454-2632

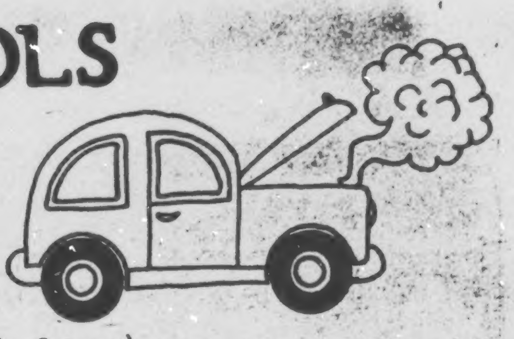
Sec. I:	Mondays 7-8 PM Length: 4 Sessions Meeting Dates: March 24, 31 April 7 & 14	Sec. II:	Wed. 10-11 AM Length: 4 Sessions Meeting Dates: March 26, April 2, April 9 & 16

Location: Leader's house (Map available at registration)
Limit: Five in each section

Discover a fun and beautiful type of exercise. Through the art of belly dancing you can find a sense of grace and femininity -- and interesting enough to enthrall your husband. Bring 1 yd. sheer cloth for your veil.

(Joan is a student of Jasmine and teaches lessons in her home.)

USING TOOLS



THE CARE AND FEEDING OF YOUR CAR

L. G. Johnston

Saturdays, 10:00 a.m. to 12:00 noon
Length: Two Sessions
Meeting Dates: April 12 & 19, 1980
Location: 11800 N. E. 10th (Johnston's Garage)
Limit: Ten

If you drive a car and don't understand even the basics of how it runs, you're gambling. This class can help you save money. You will look at an engine and identify the parts and their functions. You will learn what needs periodic care. In addition to preventative maintenance, you will learn some tips to avoid unnecessary expense when having your car repaired or purchasing a car.

(L.G. has been running a garage and repairing automobiles for over 30 years. He is interested in sharing with you some things you can do yourself.)

HOME REPAIR CLINIC

Mike Murphy 390-2021

Mondays, 6:00 p.m. to 7:00 p.m.
Length: Six Sessions
Meeting Dates: March 24, 31, April 7, 14, 21, & 28, 1980
Location: Choctaw Reading Center - Group Room
Limit: Twenty

The clinic will cover carpentry, masonry, major and small appliances, plumbing, electrical, heating and air-conditioning. Questions will be answered at every class. Bring small broken items.

(Mike is a licensed engineer and Chief Engineer at Willow View Hosp. He has also been Chief Engineer at several apartment complexes and a refrigeration specialist.)

REFINISHING ANTIQUES

Niki Marshall 390-8942

Saturdays, 1:00 p.m. to 5:00 p.m.
Length: Three Sessions
Meeting Dates: April 12, 26, and May 10, 1980
Location: 3054 Maupin
Limit: Fifteen

This course will cover how to use a commercial stripper, how to remove paint and varnish and damaged veneers, how to sand, stain and varnish to the finished product. Wear old clothes, long sleeves and bring rubber gloves. Also, bring a wide blade scraper, old rags and notebook and pencil. There will be lots of furniture there for you to practice on. You can bring your own pieces the last session.

(Niki has been collecting and refinishing antiques as a hobby for 10 yrs.)

COMMUNITY

STOP THE PRESSES: How newspapers influence us -- How to influence Newspapers

Diane Hust 231-3300

Tuesdays, 7:30 p.m. to 9:00 p.m.
Length: Two Sessions
Meeting Dates: April 8 & 15, 1980
Location: Choctaw Reading Center
Reading Room

Participants will learn how to understand and use the local newspaper to their best advantage by taking a behind-the-scene look at how the "news" part of the newspaper is gathered, written, edited and placed in the paper. They will also learn how to do public relations for a club, contribute story ideas and understand the full picture of how news is shaped and, in turn, shapes their opinions. Be ready for lots of discussion.

(Diane has been a reporter with the Daily Okla. and Times for 3 years.)

HOW ABOUT ORGANIZING A BABYSITTING CO-OP?

Kathy Rogers 390-9176

Tuesday, 7:30 p.m. to 9:00 p.m.
Meeting Date: March 25, 1980
Location: 14312 Steele Avenue (East of Choctaw Grade School)

A babysitting co-op is a group of parents exchanging babysitting hours in an organized way. There is no cost in organizing or running one. The mechanics involved in organizing a co-op will be discussed along with rules designed to run it smoothly.

(Kathy, a parent herself, has been interested in participating in such a co-op and is willing to share what she knows about beginning one with anyone else who may be interested.)

BABYSITTER'S WORKSHOP

Tina Marshall 390-8942

Saturdays, 1:00 p.m. to 3:00 p.m.
Meeting Dates: April 12 & 19, 1980
Length: Two Sessions
Location: Choctaw Reading Center - Group Room
Limit: Ten

Tina will instruct prospective babysitters on the basics of good babysitting: How to bathe and diaper an infant; possible health hazards; discipline; and the babsitter's rights.

(Tina has completed a sixteen hour babysitting course through the Red Cross, and is also qualified to teach tornado safety. She is an 8th Grader at Choctaw Jr. High School.)

You Should Know About

PLANT EXCHANGE Are you a plant lover? Would you like to add a little variety to the type of plants you already have? Or do you have some starts you would like to give away? If so, leave your name during registration. If there is enough interest, we will set up a time and a place when you can exchange your plants with your neighbors.

DIAL-A-PARTNER You may be all grown up, but do you still "never have anybody to play with?" Whether it's monopoly, poker, carooms, chess, crazy eights, bridge, or new games, it takes (at least) two to tango. We would like to do some "match-making" to help people with similar interests find each other. At registration, sign up for Dial-A-Partner and indicate the game you are interested in (not limited to those above). Also, if you are interested in organizing one of these play groups, please indicate. After registration, lists of possible playing partners will be available and you are on your own to set up playing times and places.

GARDENERS! How about swapping vegetables? Vegetable swappers are people who would like to trade their garden produce with others so everybody could enjoy a wider variety of summer fruits and vegetables. If you are interested, sign up at registration.

Other Happenings

THE COUNTRY STORE MEMBERSHIPS are available in this community-based food cooperative. Join now and save money on meat and vegetables. For more information, call Mary Mahoney Clinic at 769-3301, ext. 192 or 492.

STORY OF CHOCTAW Edna Couch has taken over the task of completing the story of eastern Okla. County. She has a lot of good material but could use some more ---. She is especially interested in hearing from people who are descendents of folks who were here in the early 1900's and locating the sites of one room schools east of Indian Meridian. If you have any information contact her at 509 N. University Blvd., Norman 73069. Phone number is 329-0391.

FREE INCOME TAX HELP VITA (Volunteer Income Tax Assistance) is available. Tues. and Thurs. from 6:00 p.m. to 8:00 p.m. at Tri-City Youth Center. Drop in & ask your tax questions any time from now until April 15, 1980.

KNOW YOUR LIBRARY When is the last time you've checked out a book from The Choctaw Reading Center? Or have you -- ever? Maybe you don't know where to find what or where the riches lie in our reading center. Whatever. If you would like to know more about the Choctaw Reading Center, drop by anytime they are open. 14625 N. E. 23rd Street (Corner of Main and 23rd).
OPEN: Tues, Fri, and Sat. 9:00 a.m. to 5:00 p.m.
Wed. & Thurs. 11:00 a.m. to 7:00 p.m. CLOSED: Sun. & Mon.

CHOCTAW SENIOR CITIZENS ORGANIZATION The senior citizens in Choctaw have their own center (14653 East Dean St.) They are open weekdays from 9 to 5. Every 2nd and 4th Sat. they have fellowship from 1:30 to 4 p.m. The 2nd Mon. of each month is a covered dish dinner at 12 noon. Bring a dish and join the fun. Ceramics class at the center is each Thurs. at 1 p.m. Every Wed. at 9:30 a.m. they have devotion with different Choctaw ministers. At other times people quilt and play dominoes. If you are age 60 or older you ought to join your friends in fun. For further information call 390-8040.

EASTERN OKLAHOMA COUNTY ARTS AND CRAFTS GUILD The guild meets on the 2nd Thurs. of each month, at 7:30, at the Choctaw Reading Center. If you are interested, please feel free to attend as a visitor. Demonstrations are given at each meeting for your interest. (Anyone interested in giving a demonstration please contact Marty Wyskup - 390-2345).

SPRING CLASSES AT CHOCTAW READING CENTER Call 390-8418 anytime to enroll.
*Straw Weaving (Fri. April 25, 9 to 12 noon) *Beginning Tole Painting
(Wed. April 2-May21, 9-11:30am

LA LECHE LEAGUE First Thurs. in each month 7 to 9 p.m. Call for location in Choctaw or Harrah: (Sharon Schlicher 390-8770 or Darlene Turner 454-3667) Mothers who are interested in breastfeeding their babies will find encouragement and support at La Leche League meetings. The name, "La Leche," is Spanish and means, the milk. A non-sectrian, non-profit organization which believes in giving the baby the best start in life. No registration is necessary to attend and leaders are available for telephone helping.

TRI-CITY YOUTH AND FAMILY CENTER, INC. Tri-City is a non-profit corporation, serving communities of Eastern Okla. Co. since 1974. A wide range of community, mental health, and youth services are offered. These include but are not limited to: treatment for individual, marriage or family problems; education about subjects of community concern (child development, drug abuse, etc.); and facilities for community groups and organizations. Tri-City is licensed for foster care placement and drug abuse treatment. The office is open from 8:30 am to 5:00 pm Mon.-Fri. and until 8:00 pm Tues. and Thurs. For further information call 390-8131.

What Did We Forget?

NAME____________________________

ADDRESS_________________________

CITY____________________________

PHONE___________________________

A GOOD ADDITION TO THE BROCHURE WOULD BE:

____

____

I AM WILLING TO LEAD A GROUP ON:__________

____

☐ I WOULD LIKE TO VOLUNTEER SOMETIME TO KEEP "LINC" GOING.

RETURN THIS FORM TO THE
CHOCTAW READING CENTER
23rd and Main St.
or
MAIL TO:
Choctaw Reading Center
P. O. Box 549
Choctaw, Oklahoma 73020

metropolitan library system
serving oklahoma county

jat022880

THE HARRAH BRIDGE

AUG 1984
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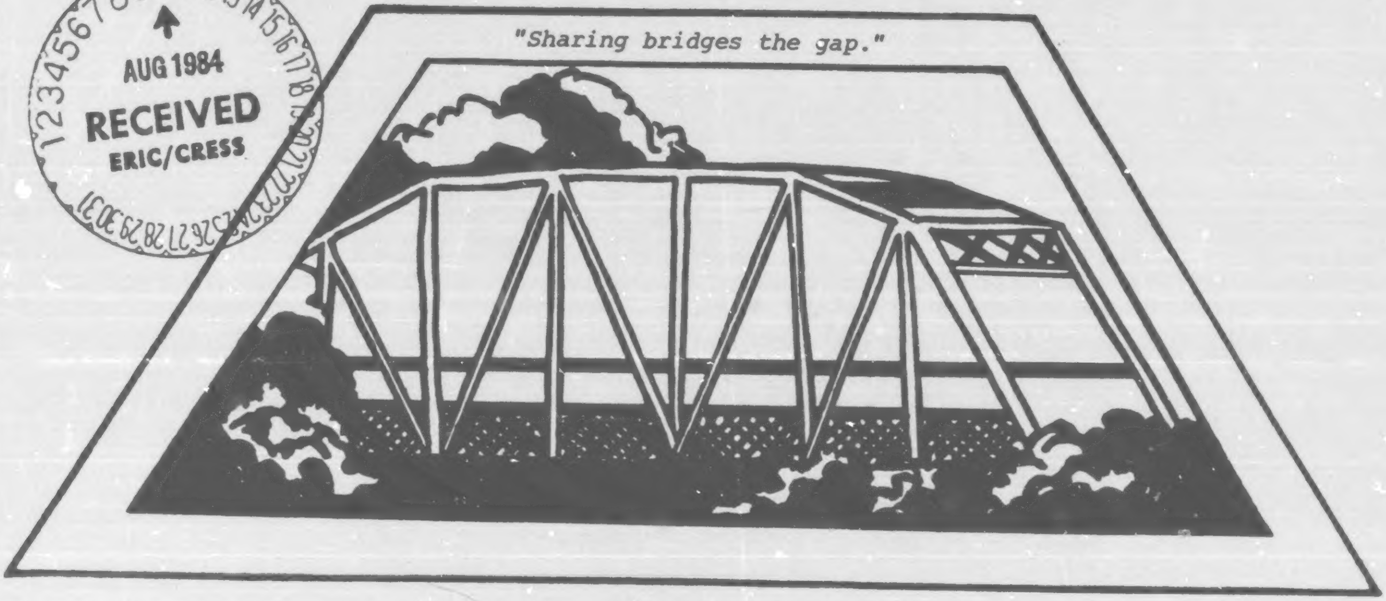


"Sharing bridges the gap."

Fall 1981
FREE CLASS SCHEDULE

About "The Harrah Bridge"

"The Harrah Bridge" is a free educational resource for the entire community. Anyone can take classes and anyone can teach. There are no prerequisites for students, no degree requirements for teachers. We believe everyone has something they can teach, and people who want to learn for their own satisfaction shouldn't avoid learning because of cost or grades.

"The Harrah Bridge" works through the effort of many volunteers who share responsibilities. Our Steering Committee is divided into the following working committees:

The Program Committee is responsible for finding people to lead classes which respond to the needs and interests of our community.

The Brochure Committee furnishes artwork, compiles and types the class schedule, and delivers it to locations in Harrah for distribution.

The Registration Committee signs people up for classes on enrollment weekend.

We need your help. If you would like to help on a committee, please let us know!

PROGRAM	BROCHURE	REGISTRATION	PUBLICITY
Pollye Andersen	Holly Moore	Ruth Formby	Judy Wilburn
Mary Jane Hoffman	June Moore	Charles Hoffman	
Jean Kelsey	Mamie Yandell	Elsie Summers	
Victoria Seikel		Dorothy Wyskup	
Mikie Thompson			
Linda Wells			

We would like to thank the many volunteers who share their skills and knowledge by leading classes, the organizations in Harrah which donate space, and the individuals who make their homes available for classes and meetings.

The Metropolitan Library System in Oklahoma County co-sponsors "The Harrah Bridge" and prints the class schedule.

A "Thank You" goes out to all the people who have made "The Harrah Bridge" a success!

Registration Information

Select as many courses as you wish. Before enrolling, please check your calendar to be sure you can attend. Then record the dates of your classes. You may register ONLY on the dates listed below, and not before the official registration time.

REGISTRATION IS IMPORTANT! By registering, you are committing yourself to a course. This allows leaders to prepare enough materials and to contact you if there is a change in date or location of the class. It also guarantees your place in a class which may have a limit. If you find out after registering that you cannot attend a class, please CALL THE CLASS LEADER IN ADVANCE so he or she can call the next person on the waiting list.

WHO CAN TAKE A CLASS? Everyone can. These are community classes for those who have a desire to learn and share. While taking these courses, you may develop a new interest and meet others who share your interests. There are no grades or credits, just a lot of knowledge and fun shared. The courses are free, except for a materials fee if needed.

REGISTRATION SCHEDULE: Christ Lutheran Church
307 Harrah Road

Friday, October 16, 1 to 6 p.m.
Saturday, October 17, 9 a.m. to 12 noon

To register by phone, DURING THE SAME HOURS, call 454-2003.

A bridge connects communities,
There's oneness in its plan.
It offers opportunities,
It's built for every man.

The Bridge Program in our town
Is thriving well to date.
A new semester on its way--
Come Register--Don't Wait!

by Henrietta McClelland

Classes

I WILL BE SLIMMER AND MORE ATTRACTIVE
Wanda Florer
Monday, Wednesday, Thursday, 10:00 a.m.
Length: 23 sessions
First Meeting: October 19
Location: to be announced at registration
Limit: 10

For women five or more pounds overweight who have made up their minds that they will lose weight. Eight weeks of strict food and meal planning, exercising, and various health and beauty tips. This is not for women who are not serious about reducing.

--Wanda is an LPN and a member of Magic Mirror. She has taken a self-improvement course at Oscar Rose, and classes in modeling, make-up and exercise.

FOOD PROCESSOR DO'S AND DON'TS
Julia Schmitz
Tuesday, October 20, 7:00 p.m.
Location: Harrah High School -- Home Ec Rm.
Limit: 30

If you have or would like to know more about a food processor, this class is for you. Because of its speed and versatility, this appliance can help you through unpleasant tasks in the kitchen, and put more zip into your food preparation.

--Julia is our OG & E Consumer Energy Advisor for this area.

HEALTHY AND HAPPY
Judy Wilburn 454-3212
Monday, October 19, 6:00 p.m.
Location: Harrah Methodist Church

The class will include vitamin therapy and comparisons of the quality of regular grocery store foods to those in health food stores. Books on nutrition will be available.
--Judy has studied and eaten health food and used vitamin therapy for several years.

OIL PAINTING IS FOR EVERYONE
Diane Tumey 964-5235
Tuesday, Thursday, Thursday, 9:30 a.m.
Length: three sessions
Meetings: October 20, 22, and 29
Location: Tumey residence--
directions available at registration
Limit: 6, age 15 and up

Oil painting is for everyone and you can do it too! We will begin with a few basics; then, in just three lessons, you will have a finished landscape. Everyone will paint the same picture and the supplies (list provided at registration) should cost less than $20.
--Diane has given lessons in her home and believes that everyone should have a chance to find out if they want to pursue this interesting hobby without spending a fortune.

BABYSITTING BASICS
Dana Smithee 454-3420
Tuesday, October 20, 6:30 p.m.
Location: Harrah High School -- Home Ec Rm.

Girls, this is for you! Here are some hints on how to make babysitting easier, how to cope if health hazards or emergencies occur, and what should be expected of the babysitter.
--Dana is a senior this year and learned about babysitting through 4-H and experience.

BEGINNING WOODWORKING

E. Wales Lankford 454-2678
Tuesdays, 7:00 p.m.
Length: three sessions
First Meeting: October 20
Location: Harrah Church of the Nazarene
Limit: 15

This class will show you where to start if you're interested in woodworking, with ideas, materials, sources, patterns, and finishing. Basic techniques will be explained and class members can obtain help with home projects. Bring $2.00 to the first class to cover handout materials. This is a satisfying hobby and good therapy!

--Wales learned from scratch, by experience, and by asking others interested in woodworking.

WHEN A LOVED ONE DIES: THE GRIEVING PROCESS

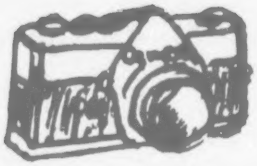
Curtis and Leona Stucky-Abbott 454-6191
Thursdays, 7:30 p.m.
Length: four sessions
First Meeting: October 22
Location: 5021 Woodcreek Ct., Harrah
Limit: 20

We will discuss the process one goes through when suffering from the separation of death, ways families and friends can be helpful to the terminally ill, and ways of coming to terms with death.

--Curtis and Leona are Christian ministers with special experience in counselling and pastoral care. Curtis has his Doctorate degree in pastoral counselling and is a member of the American Association of Pastoral Counselors. Leona has her Masters degree and is a professional community educator with Red Rock Comprehensive Mental Health Center.

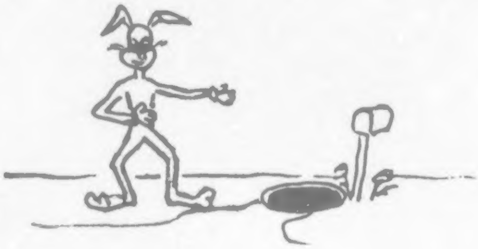
MAKE YOUR PHOTOS CLICK WITH CREATIVITY

Judy Seikel 454-3202
Thursdays, 7:00 p.m.
Length: five sessions
First Meeting: October 22
Location: to be announced at registration
Limit: 10



The course is designed to acquaint the beginner with the 35mm single-lens reflex camera. Classes will focus on the types of film, exposure manipulation, lenses, creative "seeing" and basic black and white darkroom processing.

--Judy is a public relations specialist and photographer for Western Electric.



GO UNDERGROUND: HOME OF THE FUTURE

Andrew Moulin
Friday, October 23, 7:00 p.m.
Location: 7000 N. Dobbs Rd.

Something you have no doubt wanted to do--go underground. Now is your chance to come and enjoy an evening with people who think it's great. Learn what it is like to build and live in an underground house.

--Andrew's knowledge comes from two years' experience building his own underground house.

HUNTER SAFETY

Bob McGlothlin 238-6020
Saturday, October 24, 9:00 a.m. to 4 p.m.
Location: to be announced at registration
Limit: minimum 10, no maximum

Bob will demonstrate the proper use and care of firearms. There will be films and handouts on hunter ethics and safety in the field and at home. Lunch break: 12 - 1:00 p.m.

--Bob is a ranger with the Oklahoma Department of Wildlife.

POTTERY CLASS

Gerald Kirkes 454-3603
Monday through Thursday, 7:00 p.m.
Length: four sessions
Meetings: October 26, 27, 28, and 29
Location: Harrah High School -- Art Rm.
Limit: 12

This basic class will introduce you to the feel of clay, prepare you to make hand-built forms and designs, and help you gain competency on the potter's wheel. There will be a small fee for the clay you use and the firings. Cost will depend on the materials you use.

--Gerald is the art teacher at Harrah High School and likes the art of working with clay.

THE NATURAL WAY

Sharon Schlicher 390-8770
Thursday, October 29, 1:00 p.m.
Location: 3358 Cox

We will discuss the advantages of breastfeeding and how to overcome any problems you might encounter. There will be helpful hints and information on nutrition and weaning. Please feel free to bring your babies and toddlers.

--Sharon has been a La Leche League leader for 3 years and has 3 breastfed children.

HOW-TO-GROW TIPS FOR NEW PLANTS

Jannie Sitton
Thursday, October 29, 7:00 p.m.
Location: Harrah Methodist Church

In this class you will get tips on how to grow houseplants, how to start new plants from old, how to select easy-to-grow plants and how to decorate with plants.

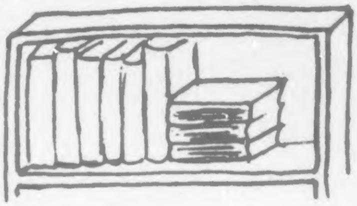
--Jannie has been growing house plants for years and has been active in several garden clubs, including the Red Rose Garden Club of Harrah.

SOCIAL SECURITY TODAY AND TOMORROW

Mary White Johnson
Friday, October 30, 1:30 p.m.
Location: Senior Citizens Center, 402 Oak

There have been several proposed changes in the Social Security System over the past few months and this is your chance to get the facts. There will be plenty of chance for questions and answers, so think about what you want to ask before you come.

--Mary is the District Manager for the Social Security Administration in Oklahoma City.



RECYCLE YOUR READING

Linda Wells 391-2450
Saturday, October 31, 10:00 a.m. to 1:00 p.m.
Location: Harrah Fire Station

Get ready for those long winter evenings in front of the fire. Does your family have books around the house that have been read or outgrown and are just collecting dust? Come trade them in for books you haven't read at the "Harrah Book Exchange".

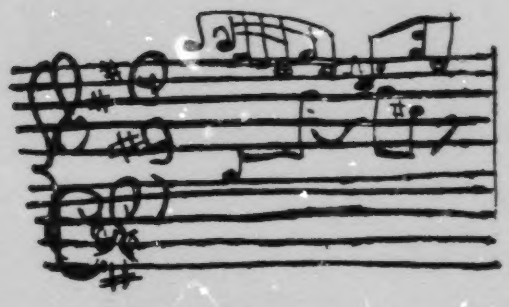
Registration is not necessary--everyone is welcome. But if you sign up, we'll call to remind you of where and when to bring your books.

BREAST SELF-EXAMINATION

Carol Cotton 528-2929
Monday, November 2, 7:00 p.m.
Location: Harrah Methodist Church

Breast cancer is a danger for women of all ages. One good way to protect yourself against this threat is through regular self-examination. Carol will present a program on self-examination and will use dummies with simulated tumors to demonstrate exam technique.

--Carol is a nurse with the American Cancer Society.



THE 3 B'S -- BACH, BEETHOVEN AND BRAHMS

John Gosswein
Wednesdays, 8:00 p.m.
Length: three sessions
First Meeting: November 4
Location: Christ Lutheran Church
Limit: 10

Did you ever wish you could understand the classics better? Now is the chance to develop an appreciation for the melodies, harmonies and beauty of different styles of music.
--John has experience in clarinet, choir and composition, and loves classical music.

FUN WITH GRANNY SQUARES

Mary Jane Hoffman 454-3634
Fridays, 3:30 p.m.
Length: six sessions
First Meeting: November 6
Location: Hoffman residence--
directions available at registration
Limit: 10 (for those in 4th grade up and adults)

Learn to crochet granny squares and put them together to make many interesting things. Please bring one skein of 4-ply variegated worsted yarn and steel crochet hook, size G or H.
--Mary Jane has been crocheting since childhood and enjoying it.

FEATHERED FRIENDS IN THE FALL

Ruby Ray 964-3476
Tuesday, November 3, 7:00 p.m.
Location: Harrah Methodist Church

This is an opportunity to learn to identify the fall birds of Oklahoma. A slide show will be used as we discuss their migration, nesting and feeding habits.

--Ruby has written articles for newspapers and given lectures state-wide on birds.

SUNDAY AFTERNOON AT THE ROCK HOUSE

Bill and Judy Fuson
Sunday, November 8, 2:00 to 4:00 p.m.
Location: the Rock House, SW corner of 23rd and Dobbs

Goody, your chance to finally see inside of the Rock House, modeled after a castle in France. Come enjoy a Sunday afternoon Open House.

--Bill and Judy have lived here for ten years. They are well acquainted with the history of the time in which Mr. & Mrs. Frank Primm built.

CHRISTMAS ORNAMENTS

Linda Seikel
Thursday, November 12, 10:00 a.m.
Location: Christ Lutheran Church
Limit: 10

Come learn how to make an ornament for your Christmas tree or package. You can choose between two angel patterns or a package ornament pattern. The materials for your one item will cost 50¢ and can be purchased at class.

--Linda has been taking her crafts to Arts and Crafts festivals for a couple of years and enjoys working with creative ideas.

BASIC TECHNIQUES AND HOLIDAY IDEAS FOR MICROWAVES

Shirley Stringfellow
Thursday, November 12, 7:00 p.m.
Location: Harrah High School -- Home Ec Rm.
Limit: 35

Microwave cooking can be fun as well as fast. Learn some basic techniques about the microwave oven and the utensils you use in them. With the holidays coming up, Shirley will share different candy recipes you can do in the microwave. Candy ingredients will cost $2.50.

--Shirley is one of the Home Ec teachers at the Harrah High School.

HELP YOUR NEIGHBOR

Charles Hoffman 454-3634
Tuesday, November 10, 7:00 p.m.
Location: Hoffman residence--
directions available at registration
Limit: 8

Do you think Harrah needs a "Skills Exchange Bank"? (You get your lamp fixed in exchange for pruning a fruit tree.) Or is there a need for volunteers to help people who have small tasks to do that they can't accomplish alone (such as helping a person who isn't supposed to lift heavy things to rearrange the living room furniture.) If so, come express your opinion and ideas on how to organize it.

--Charles has worked with "Contact" (Community Telephone Crisis Intervention Service).

COLD TURKEY

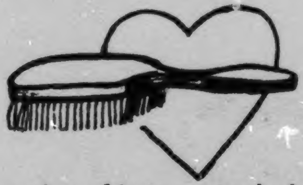
Norma Crab 685-8501
Monday, November 9, 7:00 p.m.
Location: Harrah High School Administration Bldg.

Cigarette smoking is a leading risk factor in cancer and other health problems. This class will attempt to give you a reason to kick the habit and some pointers on how to do it.

--Norma herself is a victim of cigarette smoking and is anxious to help you stop smoking.

HOW TO DISCIPLINE WITH LOVE

Leona Stucky-Abbott 454-6191
Tuesday, November 17, 9:00 a.m. to 12:00 noon
Location: 5021 Woodcreek Ct., Harrah
Limit: 20



We will discuss ways to communicate with children so they listen, techniques for effective discipline, and ways to deal with problem behavior.

--Leona has taught parenting courses for childcare workers and parent groups. She is a professional community educator at Red Rock Comprehensive Mental Health Center.

THE ART OF YEAST BREADS

Myrtle Schneider 454-2431
Thursday, November 19, 2:30 p.m.
Location: Summit Ridge

This class will demonstrate wheat grinding and mixing and preparation of ground wheat bread. There will also be a discussion of the added nutritional value of natural grains.

--Myrtle has had several cooking schools specializing in vegetarian cooking and breadmaking, and is now cooking and baking at Summit Ridge Retirement Home.

CHRISTMAS GOODIES
Glenda King 454-2687
Thursday, December 3, 7:00 p.m.
Location: Harrah High School -- Home Ec Rm.
Limit: 12

Glenda will demonstrate creative ideas for Christmas goodies, with emphasis on cake decoration. Everybody please bring your favorite Christmas goodie recipe and we will exchange ideas.

--Glenda has taught cake decorating for the Harrah Bridge.

BOTTLE BABIES
Larry Wilson, DVM 454-2890
Tuesday, February 16, 1982, 7:00 p.m.
Location: Harrah Veterinary Clinic
NE 10th and Dobbs

In this class you will learn about raising "bottle calves" and other orphan animals. It will include hints on purchasing "bottle calves", vaccination and nutrition for young animals, parasitic problems, disease processes and husbandry practices. Emphasis will be on preventive medicine. This class was originally scheduled for June, rained out, and is now offered during the time of year when you need to get prepared for bottle calves.

--Larry is a Harrah veterinarian and has taught for the Harrah Bridge in the past.

People and Places of Interest

EASTERN OKLAHOMA COUNTY AREA VOCATIONAL CENTER: Learn more about the school that is being built to serve the needs of Harrah, Jones, Luther and Choctaw. The school administrators are available to present a program to any interested group. A slide presentation and brochures are available. For more information, call 769-5648.

THE HARRAH SENIOR CITIZEN'S CENTER is located at 402 Oak and is open weekdays from 9:00 a.m. to 4:00 p.m. Activities include one van trip per week and a domino tournament every Friday. A nurse is available once a month for a free blood pressure check. For information about meals for the homebound elderly and other services and activities, call 454-3586, and ask for Fairry, Opal or Ruby.

THE COUPONING AND REFUNDING GROUP consists of people who know how to save money on their monthly grocery bill. Their meeting is the second Wednesday of each month from 9:30 a.m. to 11:00 a.m. at the Choctaw Extension Library and they invite you to join them. Bring coupons and refund forms for exchange.

COUNTRY STORE is a food-buying coop. As a member of the Coop, you can buy fresh food at wholesale cost. For more information, call Mary Mahoney Health Center, 769-3301, ext. 192 or 492.

THE OKLAHOMA CITY ASTRONOMY CLUB has a "Star Party" each month and they welcome anyone interested in astronomy. For more information, call Paul Elder at 677-5831.

LA LECHE LEAGUE meets the first Thursday of each month at 7:00 p.m. For location in Harrah or Choctaw, call Sharon Schlicher, 390-8770 or Darlene Turner, 454-3667. Mothers who are interested in breastfeeding their babies will find these meetings valuable.

THE HARRAH BOOKMOBILE is located behind Seikel's Grocery and Linda will help you order books from throughout the Metropolitan Library System. Bookmobile hours are 9 a.m. to 5 p.m. on Wednesdays and Thursdays. For information, call 454-2001.

NAME____

ADDRESS____

CITY____________________________ZIP______________

PHONE____

I WOULD LIKE TO LEARN ABOUT:

____

____

I AM WILLING TO TEACH:

____

________I WILL SERVE ON ONE OF "THE HARRAH BRIDGE" COMMITTEES.

Return this form to the Harrah Bookmobile, 313 N. Harrah, or mail to:

"The Harrah Bridge"
c/o Linda Wells
Route 3, Box 303
Harrah, OK 73045

metropolitan library system
serving oklahoma county

jat092881

APPENDIX C

South Dakota/Iowa Supporting Materials

AUG 1984
RECEIVED
ERIC/CRESS

EXTENSION REGISTRATION
IS BY TELEPHONEING 854-3851

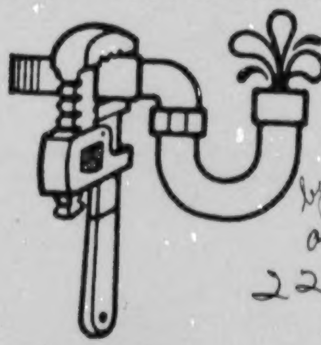
THE PLUG IN DRUG

11 attended

Are you a victim of the Plug In Drug–TV?? Do you wonder if you and your family watch it too much? Do you think about the various messages you and your children are receiving from TV? Do you want to see a change in TV program planning but don't know how to go about it?

This program will be presented on Tuesday, February 24th at 2:00 p.m. in the 4H Bldg. The program is free of charge and open to all

DOWN WITH DULL BATHROOMS



these 3 extension classes were advertised by extension service and by Comm. Ed!

22 attended

Does your bathroom have you ready to "throw in the towel" so to speak? Today a bathroom can be anything you want it to be. And, after all, we probably use the bathroom as much as any other room in the house. So why not make it as pleasant and as comfortable as possible to use.

If you want to play up your bathroom assets and camouflage it's flaws attend the "Down With Dull Bathrooms" program to be held in De Smet on March 9th at 7:30 p.m. in the 4 H Bldg. You will receive ideas on quick cosmetic changes along with some practical remodeling suggestions.

Bring along an example of a suggestion for a decorating idea you've used or seen used in a bathroom.

Pre-Register for hits program by contacting the County Extension Office no later than March 5th.

Class Cancelled with only 4 registered

An informational course about game cookery and and processing. Different recipes will be provided. and tried. This course will cover basis of flavor control, meat cutting, cooking methods and meat processing. Teacher – David Stout, County Extension Agent. Class Size minimum – 10; Cost to participants $5.00; Date & Time, March 19th 4:00 to 6:30 p.m. at 4 H Bldg. in De Smet.

STRESS

39 attended

Stress is universal; everyone experiences it. What kind of live we make in our time depends on how we handle countless demands on our body and our mind.

Self awareness is seen as the key to best handle the demands made on us. When we can spot stress signals, can appreciate what we can and can't handle and know which methods work best for us, then we can choose ways of coping with stress that are appropriate for each of us.

A program on stress will be presented March 16th at 7:30 p.m. at the 4 H Bldg. in De Smet.

Pre-register for this program by contacting the County Extension Office no later than March 12th.

- - - - - REGISTRATION FORM - - - - - - - -

DE SMET COMMUNITY EDUCATION PROJECT

All courses are free unless otherwise indicated. To register call 854-3627 or return this form to Mrs. Marilyn (Nelson) Stone, 203 Loftus, or deposit it in the box at People's State Bank.

I would like to attend the following course(s):

1. ____________________
2. ____________________
3. ____________________

Name ____________________

Address ____________________

Phone ____________________

DeSmet

Community Education Project

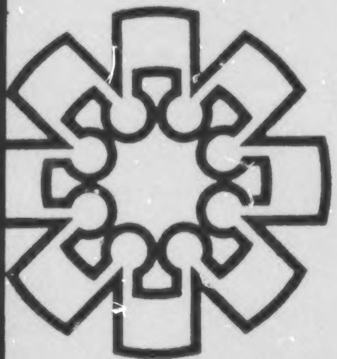
Attendance marked in this brochure!

The following classes are being offered by and to people of the De Smet, SD area during February, March, and April of 1981. All of the classes will be held in De Smet High School, unless otherwise indicated. Classes are either free, except where a charge is made to cover supplies used. To register, just fill out the enclosed form and deposit it in the box at People's State Bank, or telephone Marilyn Stone 854-3627.

EXERCISE TO MUSIC

8-20 attended

Because of the popularity of the exercise class st fall, another class of six weekly sessions is nned. The class will meet in the National Guard nory Gymn on six Mondays beginning February 16, March 23. Participants are welcome to share ir ideas and exercises with the class leader.



QUILLING

4 attended

Learn the art of paper quilling. Make beautiful corations for just pennies. Anyone can quill from to 80. Class will be held March 24 and 26 7:30pm

MAKING FABRIC FLOWERS

6 attended

Make a permanent floral arrangement. They are ce for a special gift at an anniversary, shower, rthday, Mother's Day, or hospital stay. You'll e adding this delicate accent to the decor in your me. Corsages and Boquets can also be made.

This course will meet in two sessions on Thurs. rch 5th and 12th, from 7:30 to 9:30 pm. In the st session Lucille will demonstrate making sev-al flower varieties of cotton organdy giving the udents step by step directions and supplies needed —students will copy patterns and begin working on

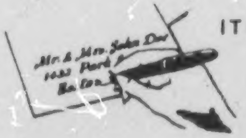
In the second session students will make as many flowers as they wish. Supplies will be available and supply cost will be figured per flower so students pay for just what they use. (Approximate cost $2.–$3.).

Students should bring fabric scissors, light weight cardboard (from shoe box, back of tablet, etc.), and pencil.

VISUAL ARTS WORKSHOP GROUP

group varied a lot in attendance & dropped off as spring weather improved!

The goal of this group is to provide a regular place and time for those interested in painting (Acrylic–oil–watercolor, etc.) or drawing (any variety of media) or any other visual art form; to come together to work, encouraging and inspiring each other. The group will meet in the high school art room on Thursday nights from 7:30 to 9:30 for the remainder of the school year Participants are free to come as often as they like!! If they have no special project in mind, the coordinator will help with drawing techniques, ideas, supply sources, etc. Students should bring supplies for what they are working on. Newspaper, easels, newsprint, etc. can be used from the art room.



ITALIC CALLIGRAPHY

15 first week
9 second week

Beginning and advanced instruction and practice in this artistic form of writing will be given. The group will share ideas for its creative use. Students should bring a yellow legal pad and a calligraphic pen (can be purchased at De Smet News).

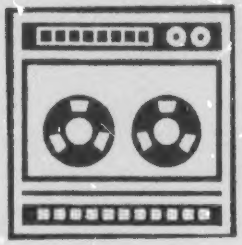
The class will meet Saturdays, February 21st and 28th from 1:30 to 4:00 pm.

PHOTOGRAPHY FOR FUN!

4 students

This class will study basic photography including developing black and white film and making prints —class will meet on Tuesday evenings at 7:30 pm in classroom and dark room of De Smet High School. Costs of materials will be shared by class members.

AGE OF COMPUTERS!



about 15

This course will meet for one basic orientation session on Thursday, February 26th at 7:30 pm. The class will learn some basic computer literacy and, general operation of the high school's Apple computer. Time will then be scheduled for students to use the computer individually in actual practice.

7 or 8 people

ENERGY EFFICIENT HOUSING

An informational evening about current trends and studies in housing styles that use less purchased energy. Bill Jones will share information that he has gathered on underground home construction and invite others to share information they have gained from reading or experience. Class will meet on Tuesday–March 17th at 7:30 pm.

SEE MORE COURSES ON PAGE 5

REGISTRATION FORM ON PAGE 6

DESMET

COMMUNITY EDUCATION PROJECT

The following classes are being offered by and to people of the DeSemt, South Dakota area during the fall and winter of 1980-81. All classes will be held in DeSmet. The exact location will be announced by the time of registration week, Sept. 14 - 20. All classes are free of charge unless otherwise indicated. For more information call Marilyn Stone - 854-3627.

A Stitch in Time

A 4 to 5 week sewing class. Participants must have a project picked out (or a garmet under construction that needs help) and come to class with pattern, fabric, and notions.
June Noem, instructor, will guide each participant through their project extending help where needed with cutting out, use of the sewing machine, problems and short cuts in construction, etc. Class will be each Monday evening at 7:30 pm. beginning Oct. 27. There is no cost for the class. Participants must provide their own supplies. Class size limited to 10.

Introduction to Guitar

A course designed to give beginners a start in playing a quitar. The class will meet each Monday evening at 7:30 for six weeks. The course will start on October 6th and run through November 10th. Teacher - Bill Jones, DeSmet High School band instructor.

Creative Writing

6 week course with 2-hour sessions every Thursday night beginning September 25.

In this class, participants will have the opportunity to cultivate a comfortable writing style and to nourish their creative ideas. Basically, the class will be designed to help members write for fun and personal satisfaction. Classes will consist of general discussion, sharing written pieces, and constructive criticisms.

Student input will be invaluable.

Instructor: Steve Wiersma, ph. 847-4594
Lake Preston High School
English Instructor

Building Positive PARENT-TEEN RELATIONSHIPS

This excellent course is designed to give the American family the tools it needs to live together in a way that is satisfying to both parents and teens.

Some of the topics include:
- Styles of Home Atmosphere
- A Christian Home or a Home Full of Christians
- Troublesome Teens
- Problem Parents
- How to Communicate as a Family
- Conflict and Family Life
- Rules and Standards
- Dating and Sexual Behaivor

These classes are not just lectures. It is a well-planned program of learning experiences prepared by psychologists Norman Wright and Rex Johnson.

For both Teens and Parents
Teacher: Rev. L. James Tieszen
Cost: $25
To begin some time in October.
Registration deadline is September 21.
For registration or additional information call 854-3859.

Conflict Management

Conflict is not bad, it's just part of life. Yet if we don't manage conflict it can destroy the very life we seek to live. Learn how to manage your conflicts and find some fun in your fights. This course will be taught in 3 two hour sessions Oct. 21 & 28 and Nov. 4, at 7:30 p.m. in the United Church of Christ, DeSmet. Rev. Nelson Stone will be the teacher.

Age of Computers!

This course will include an orientation session in basic computer literacy and time to become familiar with a computer operation. Time, dates, and class structure will be determined by interest shown in this course. Class coordinator is Donovan Twite, DeSmet School Superintendent.

Create a Razzle Dazzle Whiz Bang Christmas

Christmas entertaining, baking, and decorating get you down? Attend this workshop and learn the art of making those yummy holiday specialties, creating a festive holiday decor, and easy entertaining skill. Date - November 15th, 9 to 12 am. and 1 to 3 pm.

Exercise for Fitness

A six week course taught once a week to begin in late November (exact date to be announced). Second (six weeks) session will follow if there is interest. Teacher - Kim Weed, DeSmet High School P.E. teacher.

Macrame? Why Knot!

This class will include two 2-hour evening sessions. Dates to be arranged. The first evening material will be provided for students to learn basic knots and take home a small project. The second evening students will bring material for a project of their choice. Instructor - Cora Jones, Oldham High School Home Ec. Teacher.

Understanding the Misuse of Alcohol and Drugs

An informational course for adults about the increasing misuse of alcohol and drugs. It is anticipated the course will be taught in four 2 hour sessions held during the period from the middle of October to the middle of November. The course will be divided as follows:

1. Myths and facts about alcohol and alcoholism.
2. Safe and sane ways to use alcohol.
3. Marijuana: Facts for parents.
4. Hard drugs: Some frightening facts.

Time, place, and instructors for these sessions will be announced. You are welcome to register for any one or combination of sessions.

Hard Facts About Being Suddenly Alone

Information will be presented on what it is like to be suddenly alone, without your spouse. Whether by death or divorce, life does go on and certain matters must be handled. This course provides a nuts and bolts approach on how to face being alone. Prevention of certain financial and business problems are also discussed. The course will be divided into sessions as follows:

1. Emotional trauma of being alone.
2. Legal and financial problems for those left alone.
3. Estate planning.
4. Estate planning and person finance.

Time, place, and instructors will be announced. You are welcome to register for any one or combination of sessions.

Christian Family Life Series

This is the "Year of the Family" so this presentation by Rev. John Powell (a nationally known Jesuit Priest) is especially timely. **It will be held in 3 sessions** October 5th, 6th, and 7th from 7:30 to 9 pm. Each session includes a half hour video tape presentation by Father Powell and an hour discussion on the material. The 3 sessions are:

1. Messages - What messages are we giving our children?
2. Memories - What memories are we making for our children?
3. Meanings - How do we help children deal with the meanings of life?

All three sessions will be in the United Methodist Church. Babysitting will be provided. Registration deadline is Sept. 30.

--------------Registration Form--------------

DESMET COMMUNITY EDUCATION PROJECT

All courses are free unless otherwise indicated. Registration will be Sept. 14 to 20. Call 854-3627 or return this form to Mrs. Marilyn (Nelson) Stone, 203 Loftus, or deposit it in the box at People's State Bank.

I would like to attend the following course(s):

1.____

2.____

3.____

Name________________________Phone___________

Address____________________________________

The following lessons are being coordinated by Kingsbury County Extension Office. Preregister by calling 854-3851.

Toys for Children

Demonstrator - Kathy Hagman, Extension Home Economist. A 1½ hour program held October 6 at 2 pm. in the 4-H Building in DeSmet.

Make Your Own Windowshades

Demonstrator - Carol Birgen, Extension Home Economist. A 1½ hour porgram held November 17 at 7:30 pm. in the 4-H Building, DeSemt.

Sewing Machine Maintenance Worship

Workshop leader - Janet Duff, Extension Home Economist. A 2 hour workshop held January 19 at the 4-H building. Participants must bring their own sewing and other supplies.

Printed courtesy of Huron College

Yankton College begins education survey

YANKTON — Oscar C. Jensen, institutional advancement officer at Yankton College, says the results of the first phase of the Yankton College Survey of Educational Needs of the Citizens of the Greater Yankton Area indicate a great interest in adult education.

Last March, a survey form was mailed to approximately 10 percent of the citizens in the area. Information was requested on the educational needs, the educational information needs and the services needed by Yankton area residents.

The results of the survey indicate an overwhelming desire by the Yankton area citizens for educational courses and programs that relate to leisure-time activities, education for the updating of job skills, and education for job advancement. Most people indicated they would come to a college campus if they knew what was offered and could attend the class.

The survey also showed that the newspaper, the local shopping center and the public library were the best places to obtain information on educational opportunities.

YC is charting a course of expanded service to the community for the 1980's. Orlan Mitchell, president of the college, stated at a recent press conference, "Yankton College and the Yankton community are one. As the community grows, so will the college grow, and we must serve the community's educational needs in every possible way .... and we will!"

Yankton College now begins the second phase of planning. A copy of the Yankton College Survey is reproduced in this week's Observer so that all citizens can voice their educational needs and desires. With this information, the College will begin planning the course offerings that will help the Yankton area citizen.

All those living in the Yankton area are urged to complete the survey and send it to Jensen at Yankton College within the next week.

WESTMAR

ADULT EDUCATION

Current Program (79/80)

In the past, Westmar has operated a continuing educational program based, primarily, upon a cooperative arrangement between Sioux Empire Community College (in Hawarden) and Westmar and, secondarily, upon a need of those nursing students (in Sioux City) who want to supplement their nursing education with a liberal arts education. Both of these arrangements are a result of Westmar's Bachelor of Applied Science program. For both of these arrangement, Westmar offers off-campus, evening credit courses.

Aimed at the non-traditional students, the Bachelor of Applied Science program is designed to give credit for work completed at the two year colleges and to provide the liberal arts component for those who want to continue their education and work toward a bachelor's degree. This program has had a considerable number of veterans in it, but because of the decrease in the number of veterans in the 22-30 age bracket who are likely to enroll in this program, it is anticipated that the number of participants in the BAS program will steadily decrease.

The courses in Sioux City are another matter. The courses that are not dropped from lack of interest only attract 6-9 students. A good majority of those enrolled in the classes are nurses working toward the BAS degree. The primary problem with attracting Sioux City residents is that two four-year institutions are located there as is a highly successful community college that provides many non-traditional non-credit courses at minimal costs to the adult community. Further, the two colleges that are located in Sioux City have both adopted nursing degree programs within the last few years.

Comparison of enrollment in Westmar's Sioux City courses between the spring and summer sessions reveals that advertising in the local Sioux City Journal apparently bears no relationship to the number who take the courses. One ad was run twice in the Journal for the two spring courses (counseling and criminology). No ad was run for the summer art course being taught at this time, and there was little difference in enrollment figures between the spring and summer (except for the criminology course offered during the spring which attracted only two people; Morningside College had offered a similar course the previous semester.)

Westmar also offers evening credit courses on campus for local residents and other part-time students. Included in this program is a graduate course accredited by Drake University. Evening classes have been successful as far as numbers of students are concerned. Sometimes, however, due to the great number of full-time, resident students in an evening class, the course is not cost-effective. The graduate course being offered this spring (80) has attracted ten non-traditional students, three of whom are seeking graduate credit.

Obstacles

Westmar's biggest problem is one over which it has no control: location. Westmar is surrounded by other institutions of higher education. Within 30 miles to the north lie two four-year colleges, and within 30 miles to the south lie two four-year colleges, plus a two-year community college. To the east approximately 50 miles is another four-year institution and to the west is the University of South Dakota (approximately 45 miles). Hence, the "market" area for programs by Westmar is severely limited. Further, the population of Le Mars is 8,100 and Plymouth County, 24,500.

One obstacle to a successful continuing education program that can be overcome is the lack of a sizeable mailing list. Studies have revealed that one of the most effective methods of marketing is by direct mail. Attempts are being made this summer to create a larger, more useful mailing list. Chambers of Commerce have been contacted asking for lists of local businesses. These lists have begun to pour in. A further method of securing lists will be to launch a successful campaign for several of the planned workshops (via media) and collect addresses from registrants.

A further obstacle has been the lack of continuity in the continuing education program itself. Program directors have had a high turnover rate; there has been no long range plan for adult education; and the courses that are offered have not been promoted among target (special interest) groups. Traditional courses have been offered in the evenings with little or no regard for community need. Slanting courses toward the needs of the community and promoting it as directly focused on the community will help overcome this obstacle.

GOAL: To Develop an Adult Education Program, providing both credit and non-credit learning opportunities for northwest Iowa residents.

Geographical limitations to this goal are dependent upon event. Workshops are seen as attracting people from a wider area than are day or evening courses that require weekly committments of travel. Through funds provided by the NW Area Foundation grant, steps have been taken to develop courses, workshops, and seminars for the 1980/81 academic year.

NW Area Foundation Grant Activity

In January of this year, a Task Force was drawn together to formulate this goal (at which time the goal was specifically to develop non-credit courses; the goal has been slightly revised). A plan of operation was devised that included developing survey instruments, distributing, collecting, and compiling the surveys that were to be aimed at 1) the general public and 2) local businesses. The survey instruments were designed using state-wide surveys of adults' education needs for the States of South Dakota (Statewide Survey of Continuing Education Needs, 1979) and Iowa (I. Bruce Hamilton, The Third Century, 1976) as resource material.

Early in March, a consultant, Dr. George Melnykovich of Kent State University, was contracted to address the Task Force and review the survey instruments as to their (possible) effectiveness. Dr. Melnykovich discouraged the use of broad market surveys explaining that, for the most part, they were unreliable and consumed an inordinate amount of time. Instead, the Task Force was asked to study the composition of the local area: "Where do people go to work?" "Who lives here?" "If more of the population were to receive bachelor degrees, where would they find employment?"

As a result of this self-study (of the community), the perceived markets were determined to be in the areas of 1) (teacher) education, 2) small businesses, 3) nurses, and 4) clergy. (Note: farmers were not ignored, but Westmar presently has a very successful "Farmers' Forum" which the Task Force felt was not in need of "development".) Committees were then formed to address the needs of each of the "markets". As work began, a fifth committee was formed to address the needs of the general population, a "special projects" committee. In early April, faculty were informed of the NW Area Foundation grant and asked to join a committee that reflected their interests. Anyone interested in designing a new program was asked to submit a proposal to the Task Force that would include documentation of a "need" and a brief project description. (While use of the general market survey was decided agains plans are being made to use one for the small business community. It is expected to be mailed in late June.)

The Task Force met in the last week in April and reviewed the proposals submitted to it. A total of eight proposals were submitted. From these eight, six were chosen for development. A brief description of each follows:

New Programs Resulting from the NW Area Foundation Grant

1. Energy Conservation/Production Seminars

Robert Franklin, Gary Bowling, and Larry Wiley will schedule and manage a series of four seminars (workshops) during the 1980/81 academic year. Each of the four workshops will address one of the topics of 1) earth sheltered housing, 2) solar heating application to farms and residences, 3) alcohol and methane production (may run concurrent with the "Farmers' Forum"), and 4) energy conservation for home and farm (with computer heat loss analysis and computer pay back analysis).

In addition, the principles will investigate and explore the feasibility of developing credit as well as non-credit mini-courses on energy conservation/production. They will also investigate the possibility of developing an alternate energy journal to be published by Westmar.

Mailing lists of the various community organizations concerned about alternate energy resources will be obtained for marketing these workshop in addition to using the various forms of media coverage for advertising

2. A Re-entry Program for Non-traditional Students

Conceived by Norma Campbell who will develop and teach this course with the aid of Al Tuchtenhagen, John Hulse and Linda Campbell, this program is aimed at attracting women, underemployed people generally, and the undereducated (high school dropouts). The course consists of 3-hour workshops during the day with an aim to providing "Life Skills for the Reentry Student." The course is not presently designed for credit, but at a later date, it may be considered for credit offering.

The course is composed of four separate modules, taught by the person with the appropriate expertise. These modules consist of 1) Self Search 2) Career Search, 3) Overcoming Learning Anxieties, and 4) Practical Applications. Self Search will include development of interpersonal skills, coping skills, assertiveness training, and group orientation exercises. Career Search will be designed to help students establish educational/career goals and will include testing and evaluating individual strengths. Overcoming Learning Anxieties will address the fear (and ways to abate it) that men often have toward English skills and women, math skills. The last module, Practical Applications, will include GED and basic skills information, financial aid, student activities, registration and catalogue information. An advising session will be scheduled per individual, and a core block of courses will be recommended for the following semester.

3. Practical Business Applications of COBOL

This course, contained in the Westmar catalogue as Data Processing and File Management and to be taught in the evenings by LaVern Meyer, is to be slanted toward the business community. It is a three-credit course but may more easily be sold in audit form to those who are seeking application rather than credit. Basic COBOL will be taught with flexibility for usage in other hardware configurations.

4. **Program Development** for Sex Educators

Aimed at professionals in the human services as well as teaching careers, this project consists of a two-day workshop (time to be determined) with a possible follow-up workshop for evaluation of individual planning efforts. Robert Embree is in the process of developing this project, which will include aims and objectives for sex education programs, historical perspectives and strategies for building community support (for sex education programs), training opportunities and information sources, guidelines for selection of materials, and planning a sex education program.

5. An Extension Course in Mathematics

To be offered in Sioux City during the summer of 1981 and taught by John Hulse, this course addresses the specific needs of persons enrolled in USD's MBA program. The course is designed as a preparatory upper-level course to support the required math course (BAD 720) in the MBA program. (The current estimate of persons enrolled in the BAD course is 25, nearly all of whom are underprepared.) The course is tentatively entitled "Mathematics Foundations for Management Science".

6. **Woodworking as a Hobby**

The non-credit course, Woodworking as a Hobby, will be offered during the fall semester of 1980 and will be taught by Ron Lane. There will be seven two-hour sessions held on Thursday nights from 7:00 to 9:00 pm from October 9 to November 20.

Other New Programs

A series of four workshops are in the conceptual stage and are to be aimed at supplying the needs of local businesses. As of this writing, an effort is being made to accumulate a mailing list of all businesses within a 100 mile radius of Westmar. Topics such as personnel management understanding financial statements, micro computers and business application are being considered. It is anticipated during the month of will be scheduled per individual, and a core block of courses will be recommended for the following semester.

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Our options include

A. What to do when your phone is ringing, someone's at the door, and your pie is burning (Creative Ways to Handle Stress)

B. How to be part of the crowd in-the-know at Tulip Time (Conversational Dutch)

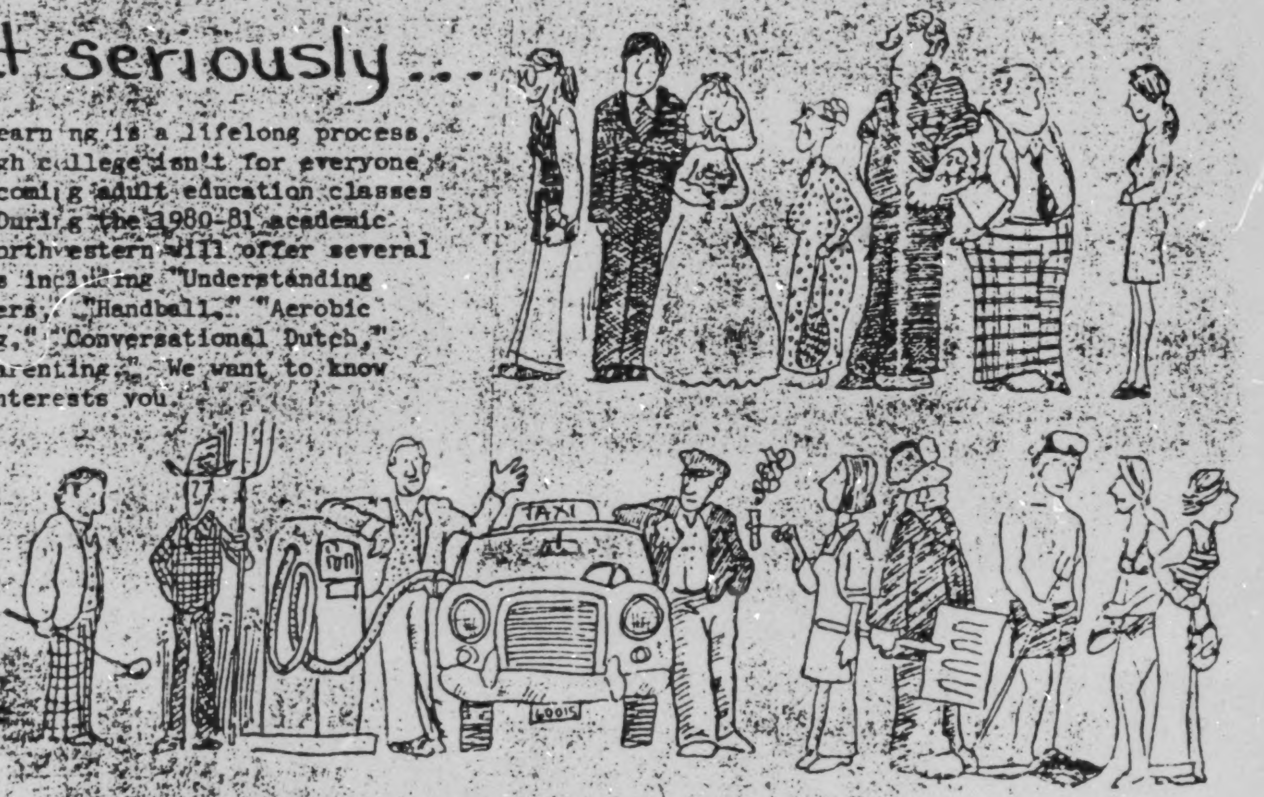
C. Creative alternatives to prevent "pinching an inch" (Aerobic Dancing)

D. Ways to plan what to do "when I grow up" (Career and life planning)

E. How to convince your husband the dress you bought at a SALE saved him money (Personal Finance)

But seriously...

Learning is a lifelong process. Although college isn't for everyone, our upcoming adult education classes are. During the 1980-81 academic year Northwestern will offer several classes including "Understanding Computers," "Handball," "Aerobic Dancing," "Conversational Dutch," and "Parenting." We want to know what interests you.



BEST COPY AVAILABLE

Northwestern College will be offering several evening adult education classes during the 1980-81 academic year. The courses will vary in length--some 5 weeks, some 7, others 10 The courses will be offered for credit or non-credit. To help us plan, please check the areas of interest in which you would like us to develop courses? Just tear off and mail this postage-paid card. Thank you.

____ 1. Understanding Computers
____ 2. Personal Typing
____ 3. Personal Finance
____ 4. Handball
____ 5. Aerobic Dancing
____ 6. Bible as Literature
____ 7. Art of Taking Good Photos
____ 8. Conversational Dutch
____ 9. Teaching Expository Writing (Teachers of English)
____ 10. Business Law for Everyone
____ 11. Growing Old Gracefully
____ 12. Parenting
____ 13. Marriage Enrichment
____ 14. Career and Life Planning
____ 15. Creative Ways to Handle Stress
____ 16. Music in the Church
____ 17. Underground Housing
____ 18. Interpersonal Communication Skill
____ 19. Others
____
____

No matter where you are in life
Your education shouldn't stop.
At Northwestern we have options for you.

1980-81
Adult Education
Northwestern College
Orange City, Iowa

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL

FIRST CLASS PERMIT NO. 4 ORANGE CITY, IA

POSTAGE WILL BE PAID BY ADDRESSEE

Northwestern College
Orange City, Iowa 51041

APPENDIX D

Missouri Supporting Materials

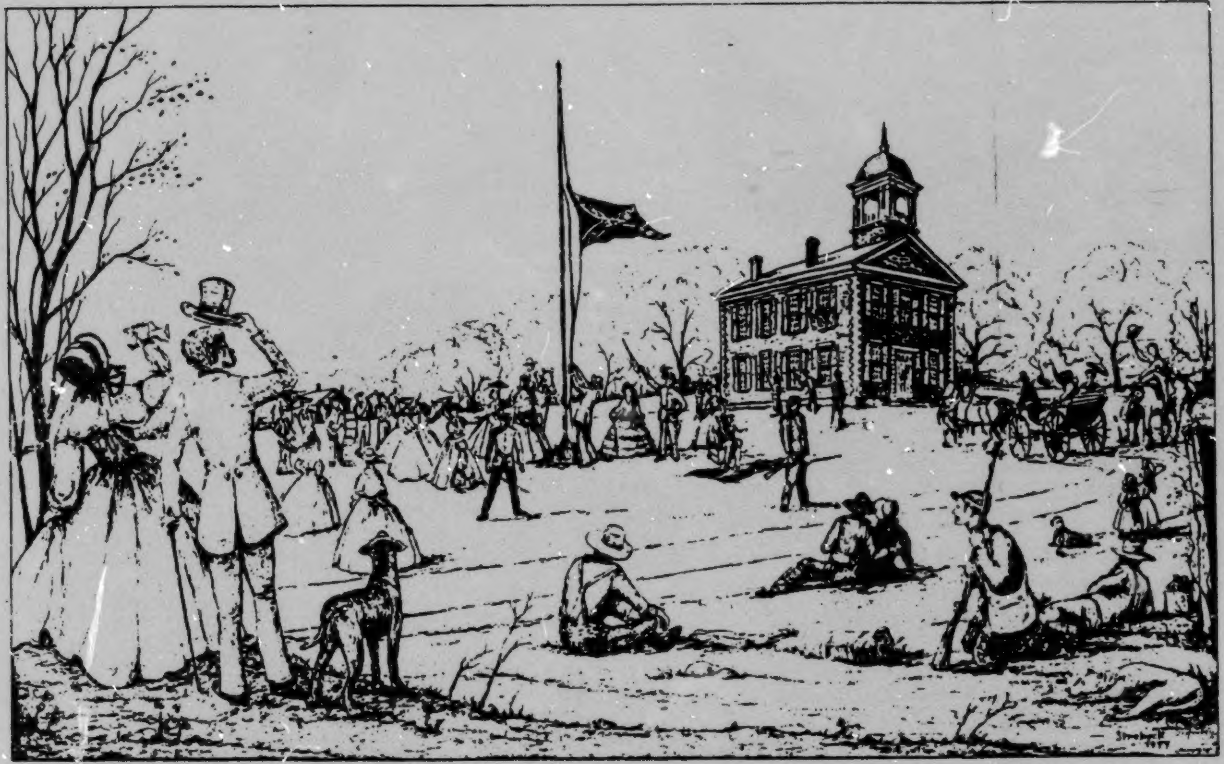
1. PACE Brochures
2. Missouri Office of Rural Development
   Needs Assessment Report

Program For Adult Continuing Education

P.A.C.E.

fall

1981



Raising of the Confederate Flag, Rolla, May 7, 1861

By Earl Strebeck

ADVISORY BOARD

Joe Cardetti
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Ron Wood

P.A.C.E. Steering Committee
Jeanette Clemens
Elaine Grover
Betty Lu Hughes
Alice Smallwood
Marilyn Smallwood

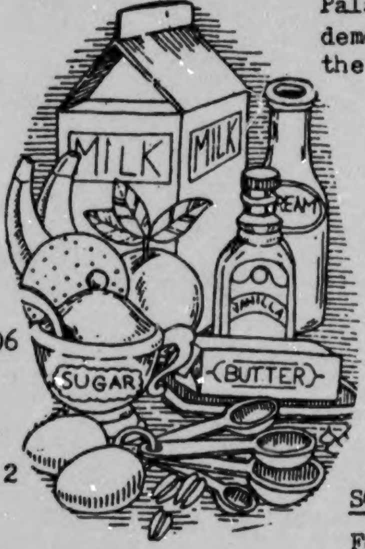
Course offerings

NEED A MIRACLE?????

Joan Ebbesmeyer 265-7168

Mondays & Thursdays (subject to change), 6-7pm
Length: 4 weeks, may be extended
First meeting: September 21
Location: Elementary School Gym

There's a miracle inside each of us. It's a slim, trim, new you. If you want to free it from that fat and flab, join us in our conditioning classes. (Joan has conducted exercise classes for several years and has the figure to prove it!)



BE POUND WISE

Linda Moore 265-8706

Mondays, 7:30-8:30pm
Length: 8 sessions
First meeting: September 14
Location: Junior High School Rm 2
Limit: 10-15
Materials fee: $2.00

This 8 session weight loss class will focus on and involve the following topics: study of basic nutrients and loss or gain, choices of foods to include necessary nutrients, individual calorie needs and planning food choices to match needs, physical exercise and weight loss, understanding the information found on a food label, eating out and choosing snacks, fad diets, ways to maintain or continue weight loss after class sessions end. Participants will make weekly weigh-ins, graph their weight, and record daily food intake for nutritional and calorie analysis.
(Linda is a home economics teacher for St. James school system and has previously been involved in weight loss classes.)

ORIENTAL COOKING

Yon Sik Pak 364-3684

Wednesdays, 6:30pm
Length: 3 sessions
First meeting: September 16
Location: High School Rm 105
Materials fee: $10
Limit: 15

Mr. Pak will demonstrate how to prepare Chinese and Japanese dishes and the decorative fruit plate, which students will eat when completed. He will also discuss oriental cooking in general and provide serving suggestions if students are interested.
(Mr. Pak is the owner of the Oriental Palace in Rolla and enjoys giving cooking demonstrations, as he is an expert in the art of oriental cooking.

SQUARE DANCING (OZARK STYLE)

Ford Hughes 265-3351
Ira Wilson 265-7306

Thursdays, 7-8:30pm
Length: 3 sessions
First meeting: October 8
Location: Elementary School Gym
Limit: 24

You will be taught the basic movements of square dancing, how to listen to callers, and anticipation of movements. We will not attempt to organize a square dance club. The third evening will be devoted to dancing early American style. Once you have the basics of movement it is not difficult to advance to any style square dancing you desire.
(Ford and Ira have been square dancing for a number of years and enjoy calling for local dances.)

E POUND WISE (A nutritional weight loss class)

s. Laverne Cooper

Dates: October 13, 20, 27;
November 3, 10, 17, 24;
December 1 (Mondays)
Time: 7pm
Length: 8 sessions
location: Frisco depot (across from Bishop's store)
Limit: [illegible]5
Materials fee: $2.00

This 8 session weight loss class will focus on and involve the following topics: study of basic nutrients and loss or gain, choices of foods to include necessary nutrients, individual calorie needs and planning food choices to match needs, physical exercise and weight loss, understanding the information found on a food label, eating out and choosing snacks, fad diets, ways to maintain or continue weight loss after class sessions end. Participants will make weekly weigh-ins, graph their weight, and record daily food intake for nutritional and calorie analysis. This class is recommended for individuals who feel they need to lose 10 or more pounds.

Laverne Cooper is a Food and Nutrition Specialist for the Cooperative Extension service. For the past four years, she has taught a 16-week "Eating Slim" weight loss class which was developed by Lincoln university.)

QUILTING

Mrs. Jane Darner	265-3696
Mrs. Jesse Luebbert	265-3647

Tuesdays, 7-9pm
Length: 3 sessions
First meeting: September 16
Location: First Church of God
W. James Blvd.

This class will cover quilting by showing you how to get started, patterns, types of quilt tops, fillers and backing, the actual quilting, binding and finishing. You will learn by making a quilted pillow top from start to finish. Materials needed for the class will be discussed at the first session.
(Jane and Jesse are both well qualified in the art of quilting and can give you some good, firsthand instruction.)

BEEKEEPING

Don Moore 265-8706

Wednesdays, 7-8pm
Length: 5 sessions
First meeting: September 17
Location: Junior High School, Rm 3

This course will be an introduction to beekeeping with both classroom and field work included and will get you started in beekeeping or help you maintain the hives you already have.
(Don has been working with bees for four years and currently has nine hives. He is a member of the Mid Mo. Bee Association.)

ABOUT P.A.C.E.

This is the first brochure of community education courses for St. James. This program, started by a volunteer committee of St. James residents, is based on the concept that learning can, and should continue past our formal educations if we are to keep pace with our changing society. There are many people in this community that have knowledge and skills that other residents would like to acquire. This is a first effort at linking those who wish to teach with those wanting to learn. Any interested adult is encouraged to participate; all we ask is that you register at the specified time and place. There are no grades or credits given, just a lot of knowledge and fun shared by all. The courses are free, except for small material fees if needed. If this fall session is successful, one will be planned for the spring.

THANK YOU

P.A.C.E. would not be possible without the support of many people. Appreciation is extended to those who have volunteered to lead courses, members of the advisory board, and the many other people who have helped the program in various ways.

Special thanks goes out for the excellent news coverage by the St. James Leader Journal and to Mayor Nelson Hart and the City Council for their funding of this brochure. We are grateful for the use of community facilities in which to hold the classes. Gratitude is also extended to Earl Strebeck for the beautiful artwork he contributed to the brochure and to Vance Heflin for his assistance in preparing the brochure.

REGISTRATION

For those of you who wish to take one or many courses, we urge you to register. First, select the courses that interest you. Before enrolling check your calendar to be sure you can attend, then record the dates of your classes.

Registration is important. By registering you are committing yourself to a course. This allows the leaders to prepare enough materials and contact you if there is a change in date or location of the class. It also guarantees you a place in a class which may only be able to take a few students. If you cannot attend, please notify the Library (265-7211) or the course leader. There may be a waiting list of those wishing to attend. Enrollment will be on a first come, first served basis.

PLEASE REGISTER FOR ANY CLASS UP TO ONE WEEK PRIOR TO ITS BEGINNING. REGISTER AT THE JAMES MEMORIAL LIBRARY:

Mondays 12-8pm
Tuesdays-Saturdays 12-5pm

YOU MAY REGISTER BY PHONE AT 265-7211.

ADVISORY BOARD

Joe Cardetti	Bonnie Satterfield
Mary Lou Corn	Bob Snair
Wayne Davidson	Ron Wood

P.A.C.E. Steering Committee
Jeanette Clemens
Elaine Grover
Betty Lu Hughes
Alice Smallwood
Marilyn Smallwood

HOME IMPROVEMENT AND DECORATION

Mr. Angus Flett	265-7554

Thursdays, 7pm
Length: 6 sessions
First meeting: September 18
Location: James Memorial Library

The discussions in class will be geared to the students' areas of interest. Everything from color schemes to structural changes can be included.
(Mr. Flett is a retired teacher and has been a building contractor for a number of years.)

HOUSEPLANTS

Stanley Dillon	265-3166

Tuesdays, 7-8pm
Length: 2 sessions
Dates: September 16 & September 30
Location: Old City Hall (Tourist Information Center)

In the first session, Stanley will discuss the care of houseplants, including repotting, use of plant foods, and plant diseases. In the second session, he will focus on decorating with houseplants.
(Stanley is a professional nurseryman who has owned his own nursery for a number of years.)

RUG BRAIDING

Mary Lou Corn	265-3687

Tuesdays, 7:30pm
Length: 6 sessions
First meeting: October 7
Location: 625 Acorn Woods
Limit: 6

In this course you will learn how to choose colors, braid, and lace together fabric to make beautiful, old fashioned looking rugs for your home. Materials needed for the class will be discussed at the first session.
(Mary Lou is a talented artist in many areas, one of which is rug braiding.)

INTRODUCTION TO PHOTOGRAPHY

Vance Heflin	265-3321

Tuesdays, 7pm
Length: 6-8 sessions
First meeting: September 23
Location: Frisco depot (across from Bishop's store)
Limit: 20

The contents of this course will depend upon the interests of the students. Types of cameras, equipment, and their use will be included. Technical aspects and problems will also be discussed. If students wish, darkroom techniques can be covered. Bring your camera to class.
(Mr. Heflin is a professional photographer.)

LANDSCAPING

Tom Beezley 265-3372

Tuesdays, 7-8pm
Length: 3 or 4 sessions
First meeting: October 7
Location: High School (check room at registration)

This course will focus on the kinds of trees which fare best in our area, care and types of shade trees, shrubs, and groundcovers, and planning your landscaping. Other topics will be discussed according to the interests of the class.
(Tom is a professional landscaper and owns The Greenry nursery in St. James.)

REGISTRATION
AT
JAMES MEMORIAL LIBRARY

MONDAYS 12 - 8 p.m.
TUESDAYS - SATURDAYS 10-5 p.m.
You may register by phone
265-7211

BASIC FOLK GUITAR

Barbara Purmont 265-3446

Thursdays, 7pm
Length: 11 sessions
First meeting: September 18
Location: Elementary School Music Room
Limit: 15
Materials fee: $2.00

This course for beginners will teach easy chords in many keys. Folk songs of progressive difficulty will be used. A variety of strums will be introduced as the class progresses. Acoustic guitars (without amplifiers) in good working condition are needed. All tuning pegs should work and strings should be fairly new. Song booklet and worksheets will be provided.
(Ms. Purmont is a professional musician and teacher.)

riends of P.A.C.E.

A special thanks is extended to the Friends of P.A.C.E., a group of individuals in the community who have made donations to the program, thus making possible the publication of this brochure. They are:

Robert & Sally Ashby
Mark & Judy Bruno
Gordon & Emele Bushie
Chip & Norma Burkemper
Bertha Cardetti
Joe & Ginny Cardetti
John & Mary Carey
Alice Carrell
Dean & Sheila Cone
Ellis & Maxine Copeland
Mr. & Mrs. Art Corn
Mr. & Mrs. Paul Cote
Jay Delano
Jonathan & Jane Delano
Jodi Donati
Dick & Jane Dunn
Robert & Jo Ann Edwards
Robert & Caroline Elgin
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Gertrude Greinke
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Frances Muenks
Mike & Monica Orlando
Rhea Insurance Agency, Inc.
Ward & Irma Laura Rinehart
Mr. & Mrs. Paul Ruhe
Ira & Bonnie Satterfield
Charles T. & Marilyn Smallwood
Charles & Alice Smallwood
St. James Junior Club
Winna M. Tyler
Verkamp Lumber Company
Mr. & Mrs. Richard Wilson

The continuation of P.A.C.E. is not possible without the support of the community. If you feel the program is of value to the community and would like to become a Friend of P.A.C.E. by making a donation, please send it to:

P.A.C.E.
% Mr. Joe Cardetti
617 S. Jefferson
St. James, Mo. 65559

Registration

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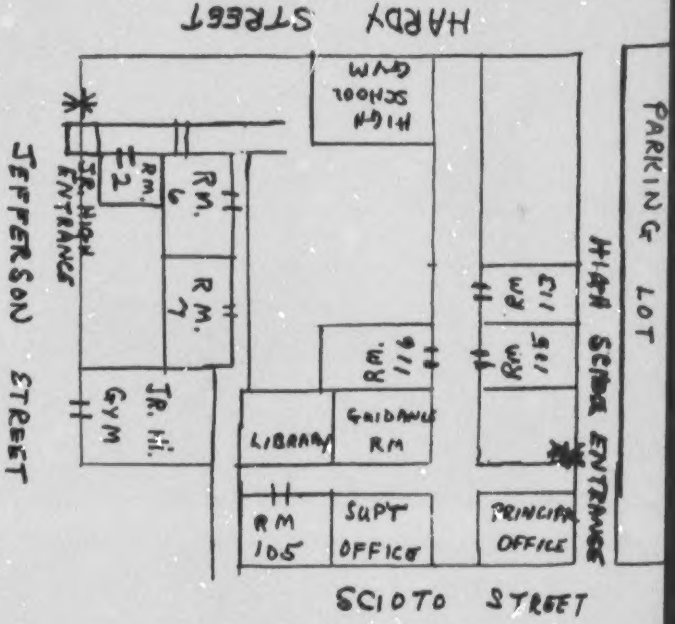
MAP TO LOCATION OF CLASSROOMS AT THE JUNIOR HIGH & HIGH SCHOOL



*Use these entrances for easy access to classrooms

INTRODUCTION TO CHINA PAINTING

Lucille Matlock 265-3333

Mondays, 7-9pm
Length: 6-8 sessions
First meeting: September 14
Location: Junior High School Rm 7
Limit: 8-10
Materials fee: will vary, please call Lucille for details

China painting is a beautiful, delicate art form. This class will cover the beginning basics of china painting. Students will work on projects. Some of the supplies should be ordered from Lucille by August 31, if possible. Call Lucille to discuss materials and fees. Supplies must be paid for when ordered. (Lucille has been learning china painting for about 2 years and has her own kiln. She is also the owner of Lucille's Sewing Center in St. James.)

CALLIGRAPHY

Mike Montgomery 265-8528

Thursdays, 7-8:30pm
Length: 4 sessions
First meeting: September 24
Location: Junior High Art Rm 7
Limit: 20

Calligraphy is an art form that is becoming increasingly popular today. Calligraphy is most often associated with beautiful handwriting, but can also refer to other graceful aesthetic movements. This class will focus on the calligraphic beauty in lettering styles and students will learn to hand letter using both brush and ink and pen and ink. Each student will need to bring a small bottle of black india ink to the first class.
([illegible] is an art teacher for the St. James school system and is skilled in the use of many art forms.)

CREATIVE PHOTOGRAPHY

Bob Buckner 265-3795

Tuesdays, 7pm
Length: 6 sessions
First meeting: October 20
Location: High School Rm 116
Limit: 15

Advice on purchasing the right camera and type of film will be given as well as the techniques of using the equipment. Discussion on creative features of photography and how to achieve different effects will be part of this course. Bring your camera to class, if you have one.
(Bob is an accomplished photographer and has displayed his photographs at the Library and at the Meramec Springs Museum.)

BASIC DRAWING

Jim McDonough 265-8845

Wednesdays, 7-9pm
Length: 6 sessions
First meeting: October 14
Location: High School Art Rm 6
Limit: 20

This class will cover basic drawing techniques, including 1 and 2 point perspective, proportion of the human figure, and other topics. Students should bring a variety of drawing or drafting pencils and a sketch pad to the first class.
(Jim is an art teacher for the St. James school system. This is the second class he has taught for P.A.C.E.)

HOW TO HANG YOUR OWN WALLPAPER

Marilyn Smallwood 265-8668
Judy Bruno

Tuesdays, 7pm
Length: 3 sessions
First meeting: September 15
Location: High School Rm 115
Limit: 10

The instructors will explain the proper equipment and tools needed to hang your own wallpaper. The final session will be a "first hand" demonstration of hanging wallpaper.
(Marilyn and Judy are not professional paperhangers, but have had a great deal of experience in hanging wallpaper in new and older homes.)

HISTORY OF ST. JAMES

Mondays, 7pm
Location: James Memorial Library

Oct. 5 Alice Smallwood speaking on the the life of Lucy Wortham James

Oct.12 Adolf E. Schroeder, professor of German at UMC, will present a slide and tape presentation entitled "Missouri Origins: The Landscape of Home." This program focuses on traditions and life of the Czech, French, German, Italian, Hungarian, and Polish groups in Missouri

Oct.19 Ford Hughes speaking on the formation and continuation of the James Foundation

Oct.26 Earl Strebeck speaking on the early homes in St. James

Nov. 2 Bob Ashby speaking on Rosati and the history of the grape industry in the area

PRACTICAL BASIC SELF DEFENSE

Stanley Weyrauch 341-2569

Wednesdays, 7-9pm
Length: 6 sessions
First meeting: September 16
Location: Elementary School Gym

In this class students will learn the basic self defense techniques of karate. Discussion will also focus on rape awareness and common assaults. Students should wear old street clothes. (Stanley is the Assistant Chief of Police for the Rolla Police Department and has been practicing and teaching the marshall arts for 24 years,)

BASIC FIRST AID FOR THE FAMILY

Ginny Cardetti 265-8880
Margie Wilson

Tuesdays, 7-9pm
Length: 2 sessions, October 6 & 13
Location: High School Rm 113

This class will cover basic first aid for your family. The first session will cover childhood illnesses, accidents, first aid and emergencies. The second session will emphasize first aid for adults. Warning signs for cancer, heart attacks, etc., will be covered. (Ginny and Margie are registered nurses who have worked in the community.)

RECORDKEEPING FOR INCOME TAX PREPARATION

Robert Laney 265-7940

Wednesdays, 7-8pm
Length: 3 sessions
First meeting: October 21
Location: High School Rm 115

The course will entail a study of the essential records that should be maintained for accurate income tax preparation, with special emphasis on records that should satisfy an IRS audit. Several home filing systems that would facilitate this record keeping will be studied. In addition, there will be discussion of the basic accounting principles that apply to income tax preparation, as well as a review of some of the more frequently overlooked tax saving areas. Other topics could be addressed, depending upon group interest. (Mr. Laney is an accountant and owns Business Services in St. James. He is also a college instructor for business management classes.)

USE OF SOLAR ENERGY

Dr. Jack Boone 2657946

Wednesdays, 7-9pm
Length: 4 sessions
First meeting: September 23
Location: High School Rm 116

This course will make you aware of the uses of solar energy. You will be able to see how it could be used in your existing home or how to build solar energy into a new home. How solar energy works and also how much it costs will be discussed. (Dr. Boone has been doing research in the field of solar energy for over 6 years. He has been a professor of electrical engineering at the UMR campus for 13 years.)

Thank You

Appreciation is again extended to those who have volunteered to lead courses, members of the advisory board, and the St. James Leader Journal for their support of this second P.A.C.E. session. The use of the various community facilities is also greatly appreciated and we again thank Earl Strebeck for the art work he contributed to the brochure. We would like to recognize Eshenroder & Sons Printing for their assistance in completing this brochure.

QUILTING

Jane Darner 265-3696

Tuesdays, 7pm
Length: 4 sessions
First meeting: September 22
Location: First Church of God,
W. James Blvd.
Limit: 20

Quilting is an old-fashioned art making a revival. In this class you will learn to select a pattern, construct a block, and quilt it. Demonstrations will be given in putting a quilt in a frame, quilting and binding. You will make a quilt block and either use it for a pillow or wall hanging. Materials needed will be discussed at the first session. The only talent needed is the ability to sew.
(This is Jane's second quilting class for P.A.C.E. She is an excellent quilter and enjoys sharing her skill.)

RUG BRAIDING

Mary Lou Corn 265-3687

Mondays, 7:30pm
Length: 6 sessions
First meeting: October 5
Location: 625 Acorn Woods
Limit: 8

In this course you will learn how to choose colors, braid, and lace together fabric to make beautiful, old fashioned looking rugs for your home. Materials needed for the class will be discussed at the first session. This course requires wool materials for your rugs; the material may be used or new. Much at-home work must be done between classes. Mary Lou is a talented artist in many areas. Due to the popularity of her first P.A.C.E. rug braiding class, she has agreed to teach a second one.)

CROCHETING FOR FUN

Elsie Oliver
Helen Riley
Berene Fisher

Tuesdays, 6:30-7:30pm
Length: 5-6 sessions
First meeting: September 15
Location: Mo. Veteran's Home (craft room in the new nursing building)
Limit: 8-10

These experienced instructors will teach you the basic crochet stitches and how to make projects. Students should bring to class any size hook and yarn for learning and practice. They may need to purchase additional materials when a project is started.
(Elsie, Helen, and Berene have been crocheting for many years and are well qualified to help you learn to crochet for fun.)

VOLLEYBALL

Ron Nelson 2658834

Mondays, 7-9pm
Length: 4 sessions
First meeting: September 21
Location: Jr. High School Gym

This course will teach the basics of volleyball. In the first session, Ron will discuss the rules of the game. The remaining sessions will give you a chance to play and enjoy the game while you are given pointers on the fundamentals. (Ron has been a coach for 17 years.)

About P.A.C.E.

This is the third session of P.A.C.E. classes being offered to the St. James community. Any interested adult is encouraged to participate but you are asked to please register at the specified time and place, and to attend those classes for which you register. There are no grades or credits given, just a lot of knowledge and fun shared by all. The courses are free except for materials fees if needed.

COURSE OFFERINGS

HISTORY OF ST. JAMES

Mondays, 7pm
Location: James Memorial Library

Sept. 22	Ford Hughes speaking on the Maramec Iron Works
Sept. 29	Earl Strebeck speaking on St. James & the Civil War
Oct. 6	Alice Smallwood speaking on Hearst-Bowles-James connection
Oct. 13	Louis Donati speaking on the Italian colony of Rosati
Oct. 20	Cordell Watson speaking on local iron mining

(All of the speakers have researched the various aspects of St. James history and will present material on their area of interest.)

QUILLING

Mrs. Janet Adams 265-7953

Wednesdays, 7-9pm
Length: Approximately 3 sessions
First meeting: September 24
Location: High School Art Room
Limit: 12
Materials fee: $2.50

Quilling is a fifteenth century art form which involves rolling small strips of paper and glueing them together to make delicate, lacy designs. In this class you will learn the basic rolls and scrolls and how to put them together to create intricate designs. Two or three projects are planned. Bring small scissors, ruler, tweezers, and straight pins; other items will be furnished. Learn this inexpensive but fascinating and elegant old art. (Janet has been performing the art of quilling for about 6 years and has displayed her work at various local craft markets.)

BEGINNING BRIDGE

Alma Lee Verkamp
Famous Turner 265-7135

Mondays, 1:30pm or Thursdays, 7pm
Length: To be determined
First meeting: Monday, October 6 or Thursday, October 9
Location: Frisco depot (across from Bishop's store)

This is an introductory course and will include the fundamentals of starting play (dealing and suit ranks), bidding, what to play, and an explanation of terms.
(Mrs. Verkamp and Mrs. Turner are skilled bridge players and will help you learn correctly, stressing rules which are important.)

BASIC DRAWING

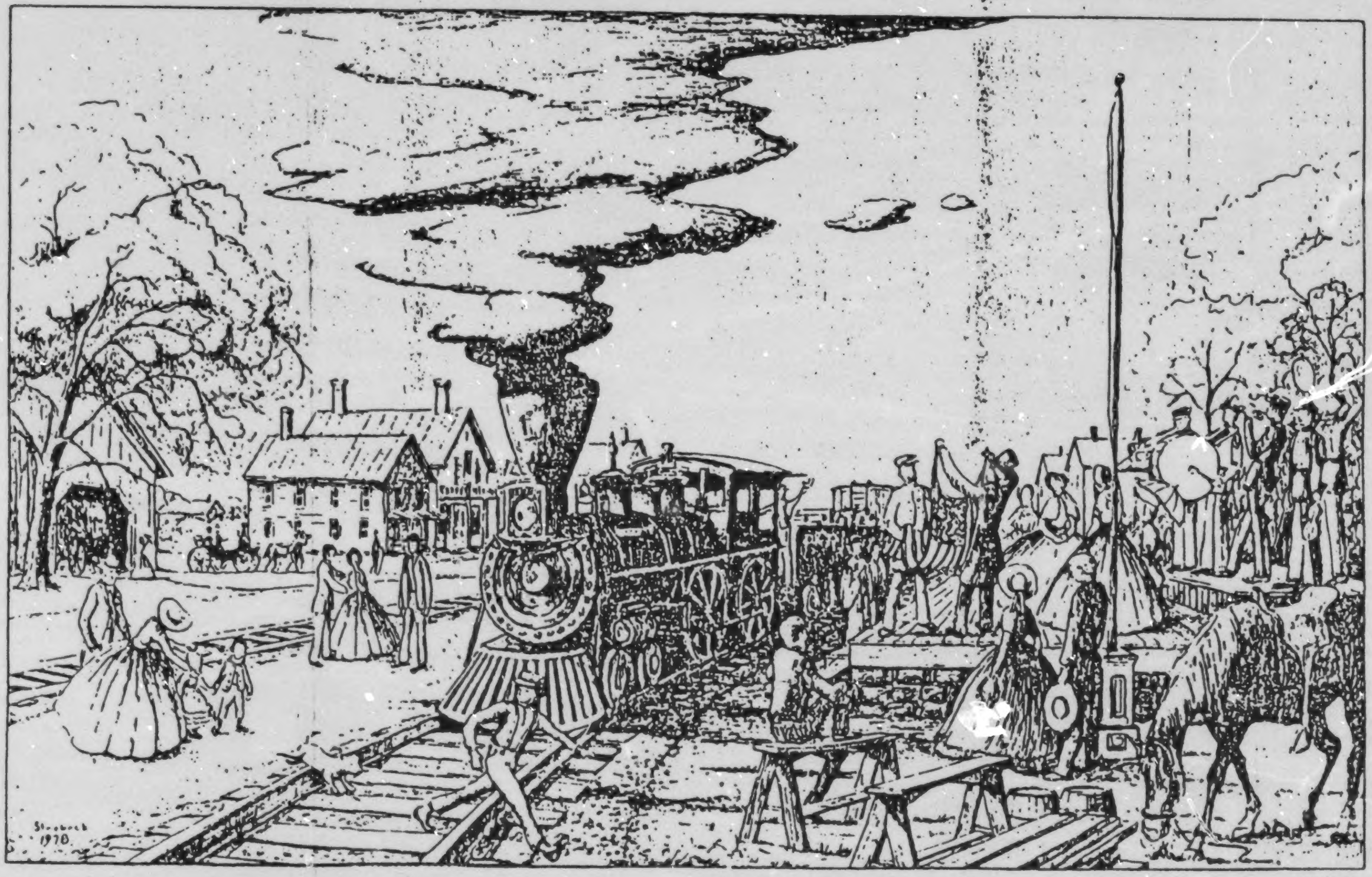
Jim McDonough 265-8845

Wednesdays, 7-9pm
Length: 8 sessions
First meeting: October 15
Location: High School Art Room 6
Limit: 20

This class will cover basic drawing techniques, including 1 and 2 point perspective, proportion of the human figure, and other topics. Students should bring a variety of drawing or drafting pencils and a sketch pad to the first class.
(Jim is the art teacher for St. James High School.)

BEST COPY AVAILABLE

PROGRAM FOR ADULT CONTINUING EDUCATION P.A.C.E.


Strebeck
1970

Arrival of First Train in St. James - July 4, 1860 — By Earl Strebeck

fall 1980 free

NEEDS ASSESSMENT REPORT
UM-C OFFICE OF RURAL DEVELOPMENT

The Office of Rural Development at the University of Missouri-Columbia has been collectively participating this past year in a community education project sponsored by the University For Man, Manhattan, Kansas. The University For Man is a free University, associated with Kansas State University, and is located adjacent to the Kansas State University campus in Manhattan.

The University For Man was started over 10 years ago by interested faculty, students, and other members of the Manhattan community, who had a shared commitment to seeking alternative means for providing one another with meaningful educational experiences that would fulfill a need that was not being satisfied by the institutionalized structure of the public system of schooling. The basic informing notion of the free university is that anyone can learn, and any one can teach, regardless of age, sex, or location in the social structure.

After several years of success in providing informal educational programs to the campus and the community in Manhattan, University For Man sought to evaluate the possibility of employing a similar educational delivery system in rural communities which were currently not being served by a community education program.

In order to implement their assessment of the applicability of the University For Man model to rural Kansas, University For Man applied for and received a grant from the Fund For the Improvement of Post-Secondary Education, Dept. of Health, Education, and Welfare. This grant provided funds to develop a two year program whereby the University For Man model was to be tested in several rural communities around the state.

During the course of that two year project, several rural communities in Kansas began, with the technical assistance of University For Man outreach staff, informal adult community education programs. Many of these programs are still operating today.

This two year project was followed by another two year project, also funded by The Fund For the Improvement of Post-Secondary Education. The second two year project was to assess the possibility of diffusing the University For Man model to rural communities in other states, which were different demographically than Kansas, and which had different institutional linkages for the delivery of adult community education in rural areas. University For Man outreach staff would work cooperatively with project staff in other states to provide technical assistance in carrying out the projects in the various states.

Four states were chosen for participation in the second project; Oklahoma, South Dakota, Tennessee and Kentucky. In each state the project was to be implemented through a different type of institutional support strucutre, to assess the feasibility of applying the University For Man model through a variety of institutional mechanisms.

In Oklahoma, a county library system was to be host to the project. In South Dakota, a consortium of small private colleges would serve as the delivery system. In Kentucky, the extension homemakers clubs would serve as participants, and in Tennessee the project would work through and be sponsored by a health care delivery system.

Shortely before the final grant proposal was completed, Tennessee withdrew from participation in the project, and was replaced at the last minute by Missouri, where the project was to be carried out in conjunction with the Office of Rural Development (Title V) at the University of Missouri-Columbia.

However, Missouri's participation in the project was negotiated under different terms than the remaining participant states. In Missouri, rather than carry out program initiation to start community education programs in rural areas of Missouri, the Office of Rural Development agreed to conduct an assessment of informal rural community education activities in Missouri during the first year of the project. This report is the result of that assessment.

The participation of the Office of Rural Development at the University of Missouri-Columbia in the University For Man project was arranged through negotiations involving Sue Maes, director of University For Man; Jim Killacky, outreach director at University For Man; Daryl Hobbs, director for Rural Development at the University of Missouri-Columbia; and Mel George, Vice President for Academic Affairs at the University of Missouri-Columbia.

The Office of Rural Development agreed to provide a state director and state coordinator for the project in Missouri; Daryl Hobbs would serve as the state director and Robert Hagan, research analyst, would serve as state coordinator. The project was located organizationally within the Office of Rural Development.

The Office of Rural Development houses the Title V Rural Development program at the University of Missouri-Columbia. The program is funded by Title V of the Rural Development Act of 1972, and is appropriated on a yearly basis by the Congress. The office has responsibility for initiating rural development projects funded by Title V, on the University of Missouri-Rolla and Lincoln Unviersity campuses as well.

The University of Missouri Title V program is administered jointly by the Dean of Agriculture and the Vice President for Extension (University Wide). It is further responsible to an Executive Board consisting of the Deans of Agriculture, Home Economics, Business, Extension, Social and Community Services, and Engineering from the Columbia campus; the Deans of Engineering and Extension at UMR; Agriculture from Lincoln University. The Executive Board also includes the Assistant to the Vice President for Extension and the University Wide Director of Extension Programs. The Executive Board is chaired by the Dean of the College of Agriculture.

The Title V program also coordinates its activities with a newly created Coordination Committee composed of the Associate Dean of Agriculture for Extension, the Agriculture Experiment Station Director, the Associate Dean for Research in the College of Home Economics, the Associate Dean of the College of Public and Community Services, the Associate Dean for Extension in the College of Home Economics, the Assistant Vice President for Extension (University Wide), and the Extension Programs leaders for Community Development and Business, Industry, and Labor. The purpose of the Coordination Committee is to facilitate access to appropriate faculty for Title V projects and to provide coordination between Title V efforts and other ongoing activities of the University community.

The overall objective of the Office of Rural Development is to organize combined research and extension efforts that are applicable to solutions of various kinds of community social, economic, and resource problems. The Office staff work very closely with Extension field staff and with existing rural development committees. Virtually all projects involve an integration of research and extension activities.

The principles which guide the operation of the Rural Development Office include the following:

1) Small core staff: The primary contribution of the Rural Development Office is intended to be its role in integrating research, knowledge, and concepts already present in the University system for the purpose of dealing with existing community and area wide social and economic problems. The primary purpose of the core staff is to facilitate interaction, coordination and application rather than carrying out a research and development program of its own.

The majority of the work of the Rural Development program is performed by faculty retaining their existing appointments and continuing work in their areas of interest and expertise. The work is facilitated by the existence of the Rural Development Office and by additional funds made available through Title V.

2) Project Funding:

Title V funds are allocated primarily to projects which are organized to relate to some specific problem. The only commitment to staff salaries are to some core staff members and occasionally to summer appointments of faculty. This enables the facilitation of a large amount of work for a relatively small amount of funding. Much of the input on projects is provided from existing University system resources in the form of faculty and staff time. Title V funds represent a small but critical part of the total input.

3) Incentives for participation of faculty:

Since the Rural Development Office is non-divisional and not in the position to offer faculty appointments, it has little or no authority except over its internal staff and the implied authority specified by its purpose and program of work. It has been found through the operation of the Rural Development Office that the incentives for faculty participation in project appear to be the following:

(a) additional funding; the opportunity to obtain funds quickly and conveniently to either develop an idea or to continue progress on some project.

(b) the opportunity for more direct application of effort; this has been proven to be an incentive for many faculty members working on projects organized with assistance from the Rural Development Office. Research faculty working in academic departments often do not have access to policy makers and other operational personnel. Such linkages have been established and facilitated by the Rural Development Office.

(c) the opportunity for more effective coordination of work with related projects; This again is an area where the organizational structure of the University makes difficult coordination and cooperation across department and division lines. The existence of the Rural Development Office as a non-divisional entity serves to facilitate such coordination.

4) Task Force Form of Organization:

Following from the above, it is generally accepted that most community and area problems do not conform to the boundaries of academic departments and that the solution of certain kinds of problems can be facilitated by more effective coordination of intellectual inputs. The Rural Development Office functions primarily through the operation of task forces (university groups) representing a variety of disciplines whose combined expertise is relevant to a particular problem. Such task force groups exist largely to further the exchange of ideas and to coordinate research and application efforts. The task forces are organized to deal with a particular issue or problem and are dissolved when the task is completed. A role of the Coordination Committee is to propose task force members for new projects.

5) Policy or Problem Solving Orientation:

An invalid distinction is frequently made in academic disciplines between basic and applied research. That distinction is invalid for a number of reasons, but for purposes of this discussion it is invalid because of the implication that so called basic research is not relevant to the solution of some practical problem. The overall purpose of the Rural Development Office is concerned with the application of knowledge to the solution of problems. Given that objective, the Rural Development Office seeks to organize and provide for integration of work that is relevant to the overall objective; this often includes so-called basic research. It is important to emphasize that the overall objective of the Rural Development Office is problem solving, but that designation does not necessarily apply to the work of all person associated with a particular project sponsored through Rural Development.

This philosphy underlies the participation of the Rural Development Office in the community education project being carried on by the University For Man. The project has been viewed as an examination of existing programs of informal adult education in rural areas, as an examination of the Land Grant University's role in such types of educational activities, if any, and as an examination of whether other types of delivery system were as appropriate or more appropriate for different rural communities which might be interested in informal adult community education programs.

The participation of the Rural Development Office in this project was planned and conducted with the assistance of advisory personnel from University Wide Extension and the Cooperative Extension Service of the University of Missouri. Paul Burgess, Director of Programs for University Wide Extension and Dr. Charles Campbell, Associate Dean of Extension, most actively served as advisors to the project during planning and operation.

The rationale for taking a different approach in Missouri, as opposed to the other participating states, was two fold. First, after consideration of the project, staff at Missouri considered another replication of the dissemination experiment to be redundant since the model had already been shown to work in Kansas and was being tested in three other states. Secondly, the history of Missouri's extension programs suggested that Missouri might have a unique situation in which many similar programs might already be underway.

Therefore, it was decided to investigate the extent to which similar informal adult community education programs were already operating in rural areas of Missouri, rather than direct the project toward initiating new programs. It was hypothesized by staff that much of the necessary data was already collected by a variety of state and local agencies, and would need to be collated into a meaningful whole.

Several categories of agency personnel were listed for contact. First, the community development specialists around the state were targeted for contact. Given the distribution of community development specialists around the state, and the nature of their job definition, many of them would likely know of activities similar to UFM, if they were occurring in their area. Also, the state Division of Aging's Area Agencies on Aging would be a likely source of information on educational programs for senior citizens around the state. Other likely sources of data were throught to be libraries, churches and other civic organizations in rural areas.

In the first stage of data collection, a questionnaire was developed and mailed to all University extension community development specialists whose responsibilities included rural counties. The survey asked them to outline in brief those educational activities which were similar to the UFM model and were carried out by various agencies and organizations in their extension area, e.g. churches, libraries, recreation commissions, community colleges and high schools. Also included were educational activities sponsored by University extension.

The community development specialist survey yielded surprising data. First of all, it appeared that most of the community development specialists were not aware of many activities in their area which would qualify as informal community education. Secondly, the results showed that the collection of data was going to be a more painstaking task than had originally been assumed.

The written questionnaires to the community development specialists were followed a few weeks later with a telephone conversation to check on questions that rural development office staff had concerning the activities of a variety of organizations. Based on conversations with the community development specialists, several other agencies were targeted for investigation.

Contact was made with the Office of the State Librarian and an interview was carried out with the Assistant State Librarian. In response to the questions on informal community education programs in rural communities, the response indicated that the State had no data on what types of educational programs were being carried on by local libraries in rural areas. They hastened to add that they would be eager to receive such information if it were to be made available. The State Librarian's office suggested that we contact the State Librarian's Association. We contacted and interviewed administrative personnel at the state librarian's association office. The data obtained through these interviews yielded similar results to those obtained from the State Librarian. They suggested that many library programs might be described as educational, but that they had no way of knowing what kinds of programs were being conducted by whom.

Another institutional source we had targeted was the Area Agencies on Aging. We assumed that they would be sponsoring many educational activities for senior adults around the state. A letter of inquiry was sent to each of the directors of Area Agencies on Aging which were in rural areas. The response to those letters indicated no systematic programs, nor any reporting mechanism to keep track of what did occur. The office in the state capitol suggested that they had no requirement by law to offer educational programs as part of their agency's activities nor did they have any idea which agencies might be conducting programs. Both the state office and local directors encouraged us to check with local school systems and community colleges.

An inquiry sent to the Missouri Council of Churches yielded similar results. It was assumed that many churches were offering educational activities to people in rural communities, but the Missouri Council on Churches had no data on the distribution or nature of such activities around the state, and doubted whether such data had been collected by anyone.

At this stage in the development of the project, rural development office staff decided that it was necessary to rethink the research strategy which had originally been outlined for the project. We had assumed that the great bulk of information needed to complete a statewide rural assessment of informal adult education was already collected by agency personnel, and our task would be to obtain the data from those agencies and collate and analyze the data to develop a picture of what was happening in rural Missouri.

After several months of less than satisfactory results, it was decided that our original assumptions about the availability of statewide data were false. It began to appear to us that a statewide assessment would need to be begun from scratch, and that the project had neither the time nor the resources to carry out such an investigation. Instead, after deliberation it was decided to examine representative counties within rural areas.

Rural Missouri can in many respects be viewed as a microcosm of rural America. Some areas of the state, predominantly the north central region, are agricultural and characterized by farming and livestock production. North central Missouri is much more like Iowa and Nebraska than the rest of rural Missouri. Adjacent to the major metropolitan centers of St. Louis and Kansas City are areas we call commuter fringes, which have much in common with the suburban characteristics of St. Louis county and Jackson county. The south eastern corner of the state, commonly called the bootheel, is much more like Mississippi than the rest of Missouri. The bootheel is agricultural and "Old South" in its cultural mileau.

The south central part of the state, the Ozarks, is a rural center of population growth, what Calvin Beale of USDA has described as a rural rennaisance. Unlike the current sterotype of rural decline and decay, the Ozarks are growing, and growing rapidly. Later in this report we shall examine these demographic features in more detail, along with their implications for informal community education.

After discoverning that our initial assumptions about the availability of data from state agencies were in error, we decided that time and resources dictated a sampling approach. Based on our research, we targeted several identifiable demographic areas which shared similar socio-economic and cultural patterns. It was concluded that the only feasible alternative was to examine informal adult community education activities in one county of each identified region, on the assumption that they would be representative of that component of rural Missouri. Our demographic data on the state seems to make this a fairly safe hypothesis.

We identified six Missouri counties for the study, one each in different areas. They are Boone, Adair, Miller, Mississippi, Johnson and Dent. The remainder of this report will be divided into three sections.

1) report of the survey of informal adult education in 6 counties
2) analysis of the socio-economic trends in rural Missouri,
3) interpretation of the institutional complementarity of the UFM model with University based extension operations.

PART TWO

A Report on Six Counties

This section of the report describe the informal adult education activities which we found occurring in communities in six representative counties in the state of Missouri.

These counties are Adair, Boone, Dent, Johnson, Miller, and Mississippi. Each is located in a different socio-economic region within the state, that is characterized by different growth patterns.

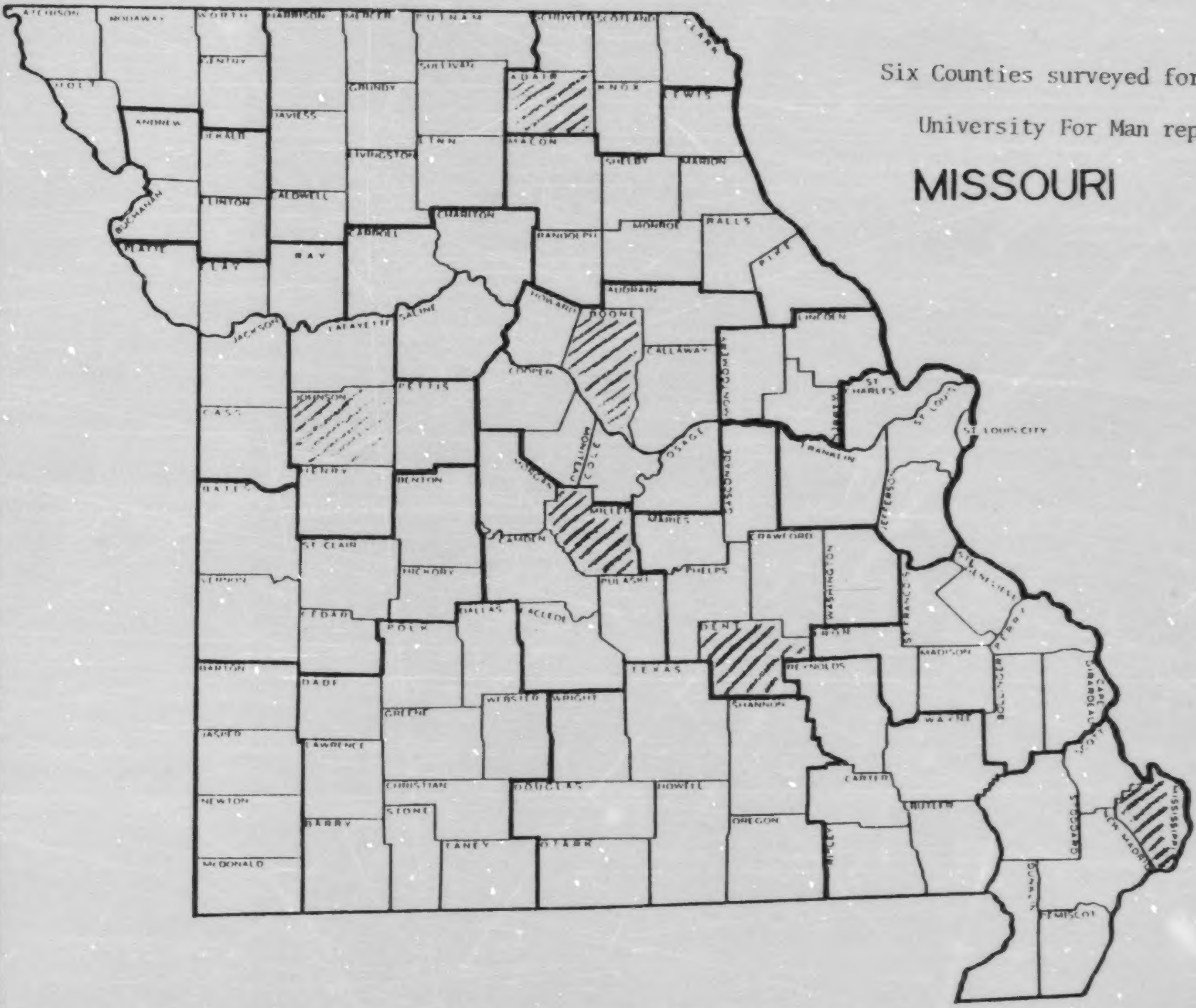
The information on activities and programs included in this section was obtained from mailed questionnaires and personal and telephone interviews with University Extension Community Development specialists, Librarians at the state and local level, Area Agency on Aging personnel, public school personnel, University Extension Continuing Education specialists, Regional Planning Commission staff, University of Missouri faculty members, and members of a variety of churches and civic organizations in a variety of communities.

The information is reported in summary form for each of the six counties.

Six Counties surveyed for

University For Man report

MISSOURI


ATCHISON
NODAWAY
WORTH
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MERCER
PUTNAM
SCHUYLER
SCOTLAND
CLARK
GENTRY
SULLIVAN
ADAIR
KNOX
LEWIS
HOLT
GRUNDY
ANDREW
DAVIESS
DEKALB
LINN
MACON
SHELBY
MARION
LIVINGSTON
BUCHANAN
CLINTON
CALDWELL
CHARITON
MONROE
RALLS
CARROLL
RANDOLPH
PLATTE
CLAY
RAY
PIKE
AUDRAIN
HOWARD
BOONE
LINCOLN
JACKSON
LAFAYETTE
SALINE
CALLAWAY
MONTGOMERY
COOPER
ST CHARLES
WARREN
ST LOUIS
ST LOUIS CITY
PETTIS
JOHNSON
CASS
MONITEAU
COLE
OSAGE
GASCONADE
FRANKLIN
HENRY
BATES
MORGAN
BENTON
JEFFERSON
MILLER
MARIES
CAMDEN
CRAWFORD
ST CLAIR
PHELPS
STE GENEVIEVE
WASHINGTON
ST FRANCOIS
VERNON
HICKORY
PULASKI
CEDAR
DALLAS
LACLEDE
POLK
DENT
IRON
PERRY
MADISON
BARTON
TEXAS
REYNOLDS
DADE
GREENE
WEBSTER
WRIGHT
SHANNON
WAYNE
BOLLINGER
CAPE GIRARDEAU
JASPER
LAWRENCE
SCOTT
CHRISTIAN
DOUGLAS
HOWELL
CARTER
NEWTON
STONE
OREGON
BUTLER
MISSISSIPPI
STODDARD
NEW MADRID
BARRY
TANEY
OZARK
RIPLEY
McDONALD
DUNKLIN
PEMISCOT

ADAIR County:

Adair county is located in northeast central Missouri, approximately 90 miles from Columbia and 225 miles from St. Louis City. The population of Adair county is approximately 23,500, based on extrapolation from census data. Adair county has grown in population during the last decade; it is not a rural area of decline.

In Adair county, University of Missouri Extension offers a variety of courses to the public. Credit courses are offered in vocational education, library science, communication, and education. Most of these are coordinated through the extension continuing education specialist who operate from the area extension office located in Kirksville. Kirksville, about 16,000, is the major population center in the region.

Other activities sponsored by or offered by the Extension service include a program in fine arts education carried out by the Green Hills Artists (Green Hills is the name of the Extension Planning Area including Adair County).

Also, credit courses are offered in business education in conjunction with the campus of Northeast Missouri State University, located in Kirksville.

In addition, several staff of the extension service are involved in energy education programs which are provided on a non-credit basis to people all over the county. With the exception of the delivery of energy education classes, most of the extension offerings appear to be concentrated in the population center of the county, with few educational programs actually going out to the smaller communities. However, the distances traveled to reach extension activities are not inordinately great.

The Sojourners' Library, a privately funded library in Kirksville, offers children's story hour activities on a regular basis, but does not sponsor any adult education activities.

The Area Agency on Aging, an appendage of the State Division of Aging, has offices in Kirksville and offers a nutrition program for senior adults. In conjunction with the nutrition program, entertainment is provided occasionally and periodic lectures are included on such things as travel, legal advice for the elderly, and crime prevention.

Crime prevention classes for senior adults are also sponsored by the Regional Planning Commission, which is officed in Kirksville.

The public school system in Kirksville offers an active adult education program, but the nature of that program is very traditional, in educational terms, and would hardly qualify as informal adult community education.

Churches and civic organizations sponsor a variety of activities, but non has an ongoing commuity education program in Kirksville or any of the smaller communities in Adair County.

BOONE County:

Boone county is located in the center of mid-Missouri. It is bounded on the west by the Missouri River. It is on U. S. Interstate Highway 70, which is the major east-west highway crossing the state.

The population of Boone county is nearing 100,000; with the largest concentration of people in Columbia. The county constitues an SMSA. The population of the city of Columbia is approximately 60,000.

A variety of educational activities occur in Columbia, which houses the University of Missouri-Columbia, Stephens College, Columbia College, and an active public school system.

According to the local Community Development specialist, University Extension offers the following classes in the county:

foods and nutrition
textile and clothing
child and family development
family economics
housing and interior design
farm management
livestock management
agricultural engineering
dairy production
labor relations
community services
community leadership development
youth development

In addition, public lectures, colloquia, and conferences are held on a variety of topics of public interest; some for credit and some require a fee on the part of participants. These classes are not informal in the sense of University For Man model, but are community education.

The very active program and wealth of resources are certainly a function of the location of the University in Boone county. Additionally, the two private colleges in Boone county both have community programs, though both are formal in the sense of being fee required and credit oriented. Stephens College sponsors University Without Walls and Columbia College offers an Extended Studies curriculum.

These activities are centered in Columbia.

The public school system in Columbia has an extremely active adult education program, offering courses in all areas from arts and crafts, business, maintenance, to health related classes. Some of these classes are for credit, most are not. However, there is a fee required and teachers are paid for teaching the courses. The public school system has a full time staff of one professional and three paraprofessional people to administer the adult education program in Boone county. Teachers are recruited from the local community.

The county library, which actually serves a multi-county audience, does sponsor some community education activites itself, and in conjunction with other agencies. Like most libraries we observed, its programs are predominantly geared toward children, with story hours, puppet shows, and basic skills activites being the most frequent. However, the library does sponsor some classes in travel, cooking, and allows its facilities to be used for a variety of public lectures, meetings, and symposia.

Boone county also is the home of a community radio station, which while located in Columbia is oriented toward serving the entire Boone county area. Station KOPN, has been licensed by the FCC for six years, and operates on subscription money from listeners, as does public television. It operates at 40,000 watts of power and reaches the entire county audience.

The radio station offers a variety of public service programs, news, debates on political and community issues, as well as informational programs on nutrition, history, foreigh languages, energy, women's rights, and international relations. The radio station has an outreach staff which works to provide programming for county residents outside the Columbia area, and to make the resources of the radio station available to small communities. Some of the work of the radio station is facilitated by federal grants. The station does not charge fees for its activities, but seeks donations to defray operating expenses. Almost all people who work at the radio station are volunteers from the community. This is an alternative form of informal community education that is still largely untapped and is extremely rich in potential.

Columbia also has a free university associated with the campus of the University of Missouri-Columbia. It is funded through the student government at the University, and is similar in its operation , staffing, and program emphasis to the campus-community program which University For Man offers in Manhattan, Kansas; with the exception that this program is almost exclusively campus oriented.

The program is called Communiversity and is housed in Gentry Hall of the University campus. The program is staffed by volunteers, who are all students to the best of our knowledge. As a result it has experienced a lack of staff continuity in recent years. The program did not function well this past year, but appears to be on the way to getting back on track with extensive plans for the coming fall. Once again, while the program conforms to the University For Man model, it really is not oriented to adults in the community, but is largely a student enterprise.

The American Red Cross offers classes, some free, around the county on life saving , CPR, and other health related issues. They cooperate to a certain degree with the adult education program administered by the Columbia public school system.

The Area Agency on Aging has several nutiriton sites in the Boone County area where meals are combined with social activities for senior adults, with some educational activities occasionally offered. However, these activities are not systematically programed and vary a great deal from site to site, and are not well publicized.

Churches in the county provide some educational services, but a perusal of their activities suggests most of them are specifically related to denominational religious issues, with the exception of some public examination of such political issues as abortion, capital punishment, and the equal rights amendment.

Some of the county's civic organizations sponsor educational activities; but generally they are specific activities related to a persistant theme associated with a particular organization; such as the Lion's club and their work with eye care and blindness prevention.

The city of Columbia's Parks and Recreation department offers programs which overlap and in some ways compete with (duplicate) classes offered by the public school system. They do offer more than sports, to include arts and crafts. The Recreation program does offer an active program oriented toward minority groups, although most are concentrated in the Columbia community.

Our examination of the data indicates that the smaller communities in the county tend to lack facilities for independent programs, but that people in small communities do take advantage of the educational opportunities that are offered in Columbia. The pattern is similar to that described in Adair county.

DENT county:

Dent county is located in southeast central Missouri, several miles south of US interstate 44, which traverses from St. Louis to Springfield. Salem, the major town in the county and county seat, has a population of about 5,000 and is located about 30 miles southeast of Rolla (approx. 15,000) which is the closest regional center.

The population of Dent county is approximately 12,000 and is increasing slightly. Dent county has not had quite the phenomenal growth which has characterized the south central part of the state.

Dent county is part of the Meramec extension planning area, which has had an extremely active community development program during the past decade. Community surveys have been done in many of the rural communities in the county, and most have showed an interest on the part of the public in community activities such as adult education. Saint James, just east of Rolla, has taken steps to start a program with the assistance of Univerity For Man outreach staff. Similar programs could potentially be started in other similar communities in this area, where citizen involvement and activity have been encouraged and facilitated by the Community Development staff in the area.

The University's extension program is offering a wide variety of extension courses in the area. The community development specialist reports the following programs occurring through extension sponsorship:

fire training
sewing
tailoring
livestock production
street and road maintenance
cooking
gardening
family budgeting

nutrition
child care
leadership development
farm management
farm buildings
crop production
landscaping
fruit production

estate planning

energy conservation

The extension service does not have a continuing education specialist in Dent county, but one is located in the adjacent county, Phelps, at the University of Missouri-Rolla campus. Many extension programs at Rolla are within commuting distance of people in Dent county.

Additionally, the University of Missouri-Rolla Department of Humanities, through a grant from the federal government, sponsors a program known as the University of the Third Age. This program, (see attachments to this report) created by University faculty, takes classes from the University out into community centers which service senior adults. A variety of educational classes are offered at no charge to the participants, and instructors are provided by the University (most are regular faculty). The program offers such classes as Shakespeare, Spanish, history courses, etc.

These classes are informal in the sense that they are not credit courses, but are not exactly the same as the University For Man model, but are outreach extensions of the regular University curriculum. This program is being offered by the University of the Third Age to rural communities all over this part of the state.

The public school system in Salem has started during the past several years to offer a vigorous adult education program. The program was initiated as a response to a community survey which indicated that a great many people in the area were interested in seeing the public schools do more in the area of adult education. While the programs were originally oriented more toward ABE and GED audiences, they have since expanded to include more topics and areas. A recent community survey in Salem completed this spring shows persistent public interest in adult educational opportunities.

The library program in Dent county offers classes in reading, crafts, art, history and modern literature; as well as the usual children's story hour types of activities.

The area Agency on Aging provides little other than craft opportunities for senior adults.

A local civic organization offers educational gun safety.

The local recreation department offers classes in life saving, first aid, golf, tennis, and modern dancing.

Other activities sponsored locally include square dancing, painting, crafts, and real estate training.

nutrition education
legal services education
china painting
health & welfare
nursing home education craft classes
lip reading
physical fitness
creative writing
art classes
shopping assistance

The usual adult education activities are sponsored by the public school system. Additionally, Central Missouri State University and State Fair Community College, located in Sedalia, offer many off campus courses oriented toward adult learners. These are not, however, informal in nature.

The State Community Betterment Program has facilitated the development of educational activities in many of the small towns in the area, according to the area community development specialist. A significant substance abuse program is currently underway in Johnson county, which involves coordination between the school system, local community members, and University extension.

No specific data is available on the activities of churches in the county, though other community leaders suggest that church programs in Johnson county are similar to those found in other areas of the state.

The recreation program also offers a wide variety of courses for which there is a fee including:

couples bridge
community chorus
string art
guitar
belly dancing
trimnastics
sewing
china painting
tennis
quilting
cooking
calliography
drawing
painting

MILLER county:

Miller county is located in south central Missouri, adjacent to the Lake of the Ozarks, and is part of the Ozarks growth area in south central Missouri. It is approximately 60 miles south of Columbia. Eldon, with a population of approximately 3,500 people, is its major population center.

University extension services are offered to the residents of Miller county, but there does not appear to be aggressive sponsorship of educationally related programs in this area as was true in the other counties reported above. No dtails on specific offerings were obtained, and no continuing education programs were observed.

The University of Missouri-Rolla's University of the Third Age program has been active in the area and apparently was well received by local residents in Eldon. There are plans to continue the University of the Third Age offerings in this area, if support from the federal government is obtained.

Local churches in Eldon and Tuscumbia (county seat) sponsor programs for members of their churches, and some open their programs to senior citizens of all faiths.

The University For Man had made contact with a retired minister in Eldon who is interested in beginning an informal community education program in Eldon along the lines of the University For Man model; but his intention is to direct most of the programs toward the interests of senior adults.

The area vocational school is located in Miller county, and offers an assortment of vocational classes. None of these are informal in the University For Man sense, but they are open to adults.

The Area Agency on Aging offers some educational opportunities in conjunction with its nutrition sites, but according to one local minister, these programs are basically entertainment and are not offered with any regularity. While they are helpful in the sense of stimulation and prevention of disengagement for elderly, they are not substantively what we would term community education.

Local recreation programs offer a variety of sports and leisure activites year round, but are for a fee and remain within the traditional definitions of recreation.

Additionally, local service clubs, such as Kiwanis and Optomists offer educational programs for their members.

MISSISSIPPI county:

Mississippi county is located in south east Missouri in an area generally known as the bootheel. This part of the state is heavily agricultural, and in its socio-economic and political character, is very much a product of the "Old South". The population of Mississippi county is approximately 16,000, with Charleston being its major population center. On its eastern side it borders the Mississippi River and the state of Kentucky.

From information gathered by informal discussion, interview, and mailed questionnaire, it appears that there is very little in the way of informal adult community education in this rural area of Missouri. The University community development specialist working in the bootheel area described little informal educational activity, and extension courses are not widely disseminated in rural parts of the area.

A child and family development specialist in the area has suggested that other other than adult education programs offered by the public schools, whicn are very traditional programs, there are no alternative educational opportunities in the rural parts of the area. Sikeston public schools, located in adjacent Scott county offer an adult education program that is fairly diversified, but it is in another county.

According to the information director of the Southeast Missouri Area Agency on Aging, no adult educational activities are sponsored by that agency in Mississippi county.

There are adult classes offered by community colleges in the region, but they are not informal and are a considerable distance from Mississippi county residents.

We have no information on the activities of local churches in the area.

In this section of the report, we have collected and presented a variety of data on socio-economic conditions and trends in the state of Missouri which we think could be useful to decision makers when contemplating the initiation of educational programs in rural areas of the state. These data may help planners of informal community education programs to have a clearer picture of the dynamics of rural changes in Missouri, and a better "feel" for those areas which perhaps are most suited for program initiation, and those areas where socio-economic conditions are such that active community involvement in such a program might be expected to be minimal.

In this section we have included data on population changes in the state during the past decade. While the 1980 census data are not yet available, the data we have collected from several sources show significant changes in the distribution of population in the state which could prove very useful to University For Man staff in contemplating target areas for potential programs.

Also, we have included data on changes in school enrollment to help clarify the population picture as to age composition, since changes in early school enrollment tell us something about the composition or structure of families in the area.

Additionally, data is included on a variety of economic indicators, such as per capita income, unemployment, income maintenance payments, and total transfer payments. These data help give a picture of the economic "health" of a county, which can be extremely useful in program planning.

Also, if one examines the data on infant mortality, a good picture of overall quality of life is offered, which when combined with indicators of wealth, such as assessed valuation per student, assist one to get an overview of the distribution of social and economic well being in the rural areas of the state. This type of data should prove useful to an examination of the potential of informal educational programs in rural Missouri.

PART THREE

Population

In the time period between 1970 and 1980 the state of Missouri has experienced a major shift in the distribution of population in the state. The City of St. Louis and Kansas City have both declined markedly in population with St. Louis city having lost approximately 115,000 people between 1970 and 1978. Population growth in the adjacent (SMSA) counties, although certainly significant, has not been sufficient in size to compensate for the central cities. However, counties such as St. Charles, Jefferson, Franklin, Clay, Cass and Platte have all experienced significant population growth.

More importantly from the standpoint of social and educational programs that are geared toward rural populations, the urban areas of our major cities (St. Louis, Kansas City, St. Joseph, and Springfield) have expanded to include all surrounding counties which at the beginning of the decade were considered to be primarily rural in character. Around the City of St. Louis such growth has occurred in counties such as Lincoln, Warren, Gasconade, Crawford, Washington, St. Francois, and Ste. Genevieve.

From a sociological perspective, the primary reason for such growth during this decade appears to be the decision by many people to either move to, or remain within, those counties and to work in the St. Louis metropolitan area. Data demonstrate that a very similar pattern exists for those counties surrounding Kansas City and the St. Joseph metropolitan areas. In that part of the state, Holt, Andrew, DeKalb, Clinton, Caldwell, Ray, Lafayette, Johnson, and Cass counties all experienced an increase in population which runs against the general trend for predominantly rural counties in northwest Missouri.

Again, it is our assumption, supported by other data in this report that the principal reason for that population growth is an increase in commuting behavior. It is particularly important to examine ratios of non-agricultural employment in those counties to see evidence for this conslusion.

The Springfield metropolitan area seems to have exerted a similar influence in southwest Missouri, although as will be explained later, there are other contributing factors in that particular region of the state. All counties surrounding Greene county have had dramatic increases in population during the 1970's.

In addition to the areas discussed above, there are three other groups of counties in the state which seem to comprise smaller yet significant central place dominated growth. These are the mid-Missouri region, basically those counties surrounding Boone, which seem to have grown in population largely as a result of increased economic activity in all counties. Together these counties seem to comprise a growth region with a great deal of exchange and interdependency among Moberly, Fulton, (especially the nuclear power plant constuction in Callaway county) Mexico, Columbia, and Jefferson City. This region seems to have many of the characteristics of a region centered on a major metropolitan area except that the economic activity is dispersed throughout the region.

In southeast Missouri, there is a set of five counties which share some of the characteristics of the mid-Missouri area. Perry, Bollinger, Cape Girardeau, Scott, and Stoddard counties have all experienced population increases during the 1970's. While Cape Girardeau is the largest town in this region, the growth seems to be a result of expansion in economic activity in not only Cape Girardeau, but Sikeston and Perryville as well.

Another pattern of growth significant because it represents a departure from other counties in the region is the Kirksville area (Adair county). Although the population growth in Adair county and those surrounding is comparatively small it is significant because all other counties on either side declined in population during the 1970's.

To some extent, a similar pattern can be identified for Joplin and the counties immediately surrounding it, although there are clearly a complex of factors operating in that region which will be discussed in more detail below.

All the remaining counties not described as a part of an apparent urban region basically fall into two categories - those north of the Missouri river and those south of the river. The principal difference between the two sets of rural counties is the extent to which the economic base of the county is dependent on commerical agriculture. With the exception of the counties included in the Kansas City, mid-Missouri, Kirksville, and St. Louis regions, all other counties north of the Missouri River either declined or remained relatively stable in population characteristics during the past decade.

With the exception of three heavily agricultural counties in the bootheel, all counties south of the river increased in population this decade whether they were located close to a major urban area or not. We conclude that the major reasons for this growth in southern Missouri are:

1) recreation, tourism, retirement - this effect is most prominent in Camden, Stone, and Taney counties all of which experienced dramatic changes not only in population but also on most other variables included in this report. However, it is our judgment, supported by some of the data to follow that this factor has contributed some to population growth throughout southern Missouri.

2) regional expansion of employment and extensive commuting - important for a part of southern Missouri this decade has been the expansion of mining activity in east south-central Missouri. We also have evidence from recent surveys that the rural population in southern Missouri is often commuting great distances to their place of employment. Consequently a commuting effect cannot really be confined to those discussed in relation to metropolitan regions although the incidence would be lower in non-adjacent counties.

3) lifestyle changes - although it is not possible to ascertain the magnitude from existing data, it is quite apparent that numerous people in their younger or middle years have moved to rural areas such as the Ozarks in search of a lifestyle different from that to be found in metropolitan living. Many such people have opened small businesses and craft shops, more labor intensive forms of agriculture,

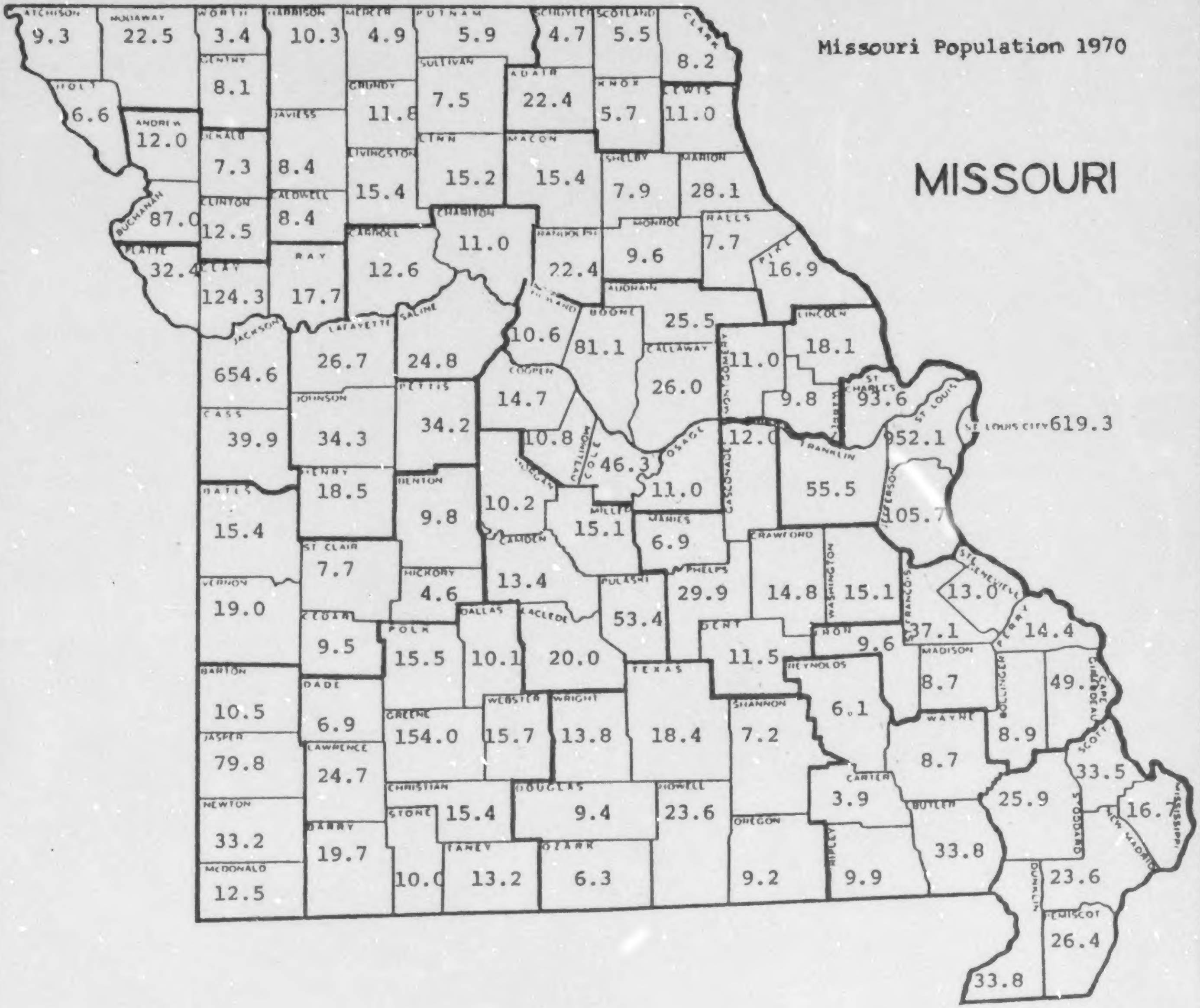
etc. This, however, is somewhat speculative because the data is this report do not provide much basis for a sociological judgment on this point. It definitely is an issue of great importance to those interested in community education in the context of rural communities.

There is currently, among social scientists around the state, some speculation that the increasingly higher cost of energy may cause the patterns of rural growth to again reverse itself in the near future, with people moving closer to urban centers. Indeed there are a number of rural counties which showed a decline in population from 1976 to 1978 after having grown during the earlier part of the decade. However, balanced against that speculation are a couple of other considerations which may have a canceling effect - one is that the relative cost of energy is small in comparision with wage differentials between rural and metropolitan especially when weighed against increasing costs of relocation. Housing costs, especially at higher interest rates are also much greater in metropolitan areas and the current recession makes housing extremely problematic. If living in rural areas is important to people who are presently commuting long distances to work, then one could expect at least in the short run that there will be a number of adjustments such as more car pooling, shifting to higher mileage vehicles, formation of informal transportation cooperatives, etc.. It is also important in speculating about prospects for change of this trend to examine the effect of retirement income, transfer payments, etc..

As may be noted from the data on transfer payments, in many south Missouri counties as much as 20 to 30 percent of total county income is derived from transfer payments. Increasing energy costs are not likely to have an important impact on the decisions of where to live made by people who are not dependent on labor force participation for income.

The source of data used in the accompanying maps are estimates of population taken from Missouri Economic Indicators.

Missouri Population 1970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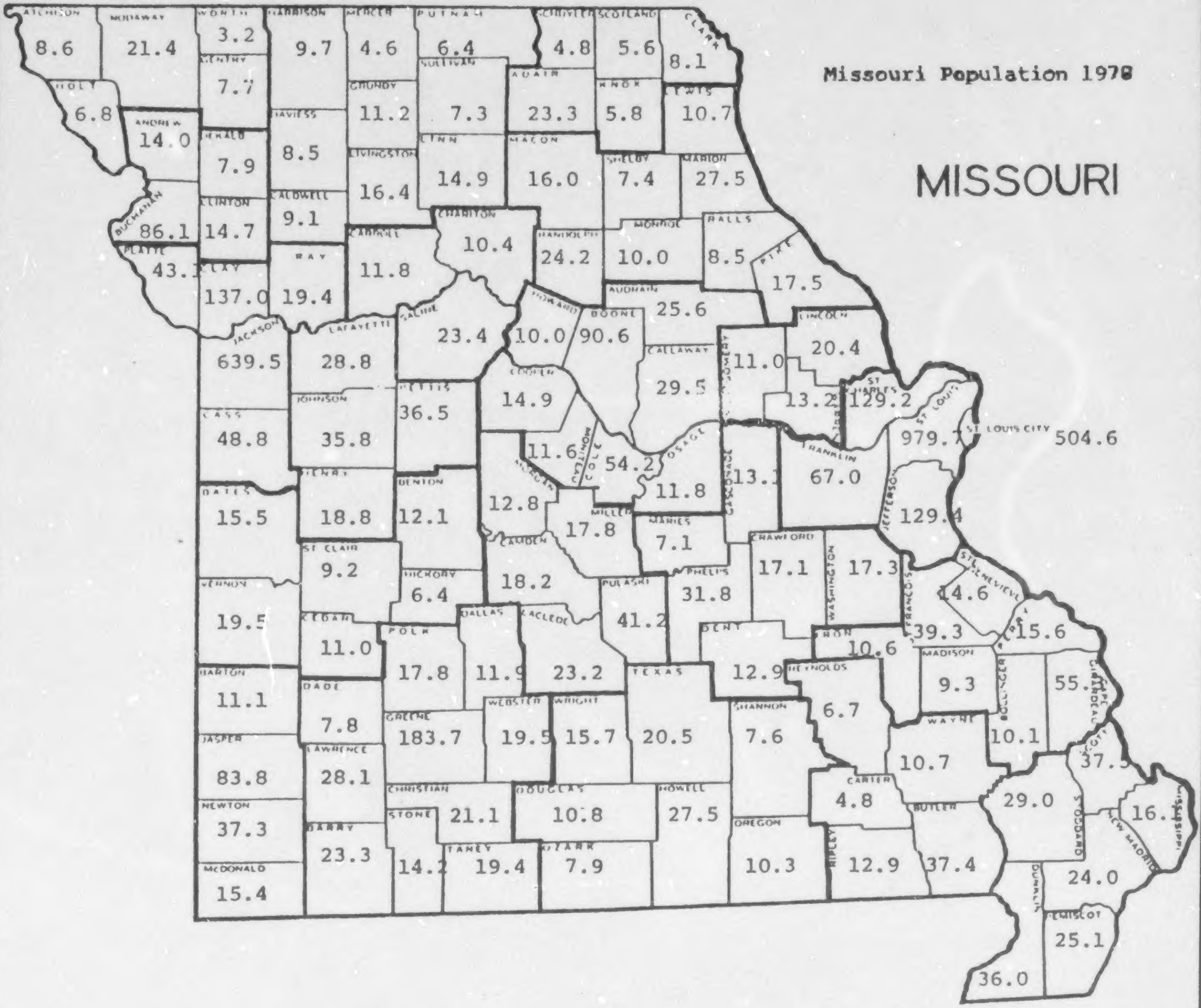
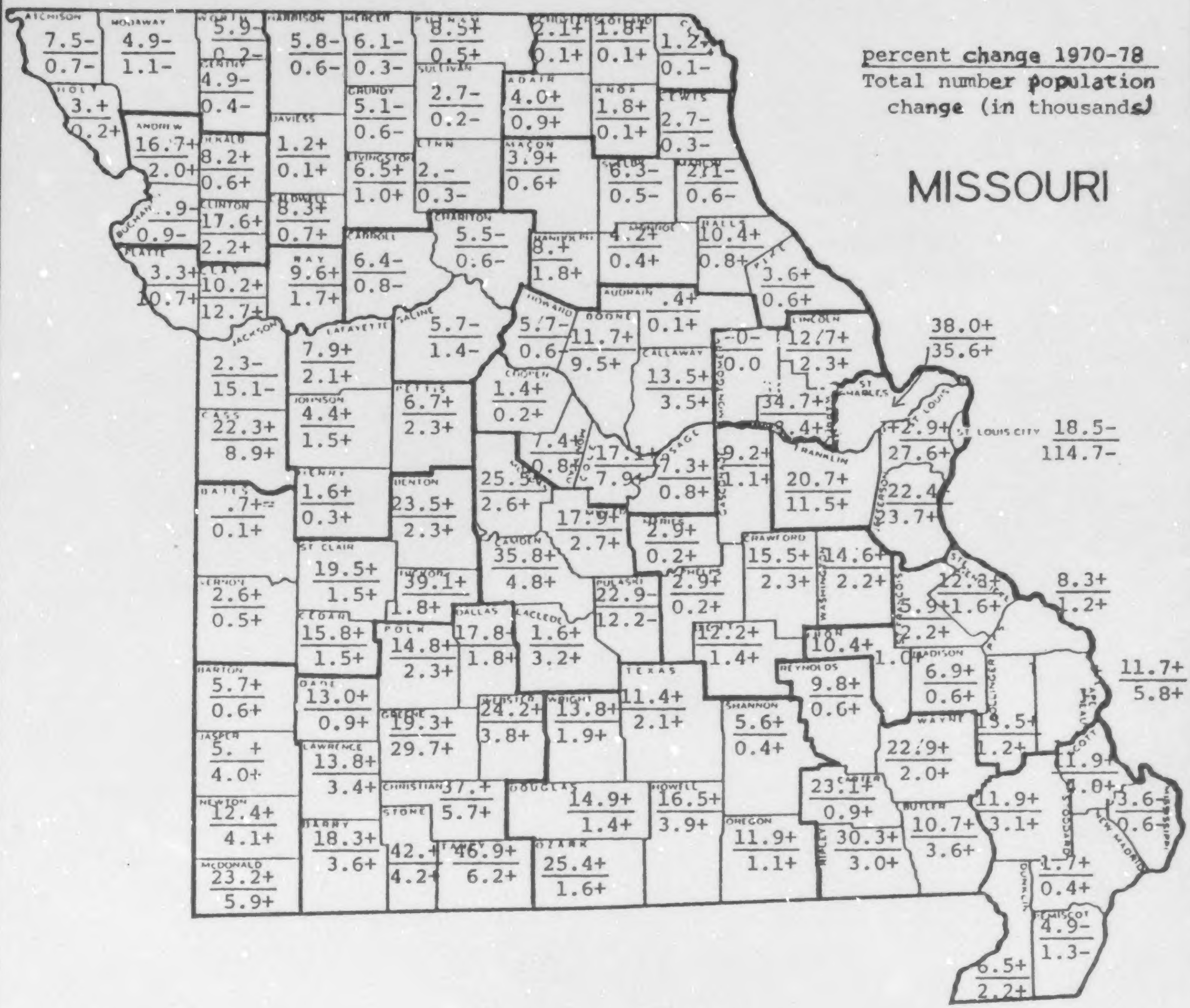
Atchison 9.3
Nodaway 22.5
Worth 3.4
Harrison 10.3
Mercer 4.9
Putnam 5.9
Schuyler 4.7
Scotland 5.5
Clark 8.2
Holt 6.6
Gentry 8.1
Andrew 12.0
Sullivan 7.5
Grundy 11.8
Adair 22.4
Knox 5.7
Lewis 11.0
DeKalb 7.3
Daviess 8.4
Linn 15.2
Macon 15.4
Shelby 7.9
Marion 28.1
Buchanan 87.0
Clinton 12.5
Caldwell 8.4
Livingston 15.4
Chariton 11.0
Monroe 9.6
Ralls 7.7
Carroll 12.6
Randolph 22.4
Pike 16.9
Platte 32.4
Clay 124.3
Ray 17.7
Audrain 25.5
Lincoln 18.1
Howard 10.6
Boone 81.1
Montgomery 11.0
Jackson 654.6
Lafayette 26.7
Saline 24.8
Callaway 26.0
Warren 9.8
St. Charles 93.6
Cooper 14.7
St. Louis 952.1
St. Louis City 619.3
Cass 39.9
Johnson 34.3
Pettis 34.2
Moniteau 10.8
Cole 46.3
Osage 11.0
Gasconade 12.0
Franklin 55.5
Henry 18.5
Benton 9.8
Morgan 10.2
Miller 15.1
Maries 6.9
Jefferson 105.7
Bates 15.4
St. Clair 7.7
Camden 13.4
Crawford 14.8
Washington 15.1
Ste. Genevieve 13.0
Vernon 19.0
Hickory 4.6
Phelps 29.9
Pulaski 53.4
St. Francois 37.1
Perry 14.4
Cedar 9.5
Polk 15.5
Dallas 10.1
Laclede 20.0
Dent 11.5
Iron 9.6
Madison 8.7
Cape Girardeau 49.
Barton 10.5
Dade 6.9
Texas 18.4
Reynolds 6.1
Bollinger 8.9
Jasper 79.8
Greene 154.0
Webster 15.7
Wright 13.8
Shannon 7.2
Wayne 8.7
Lawrence 24.7
Scott 33.5
Newton 33.2
Christian 15.4
Douglas 9.4
Howell 23.6
Carter 3.9
Stoddard 25.9
Mississippi 16.7
Barry 19.7
Stone 10.0
Taney 13.2
Ozark 6.3
Oregon 9.2
Ripley 9.9
Butler 33.8
New Madrid 23.6
McDonald 12.5
Dunklin 33.8
Pemiscot 26.4

Missouri Population 1970


MISSOURI
ATCHISON
8.6
NODAWAY
21.4
WORTH
3.2
HARRISON
9.7
MERCER
4.6
PUTNAM
6.4
SCHUYLER
4.8
SCOTLAND
5.6
CLARK
8.1
GENTRY
7.7
HOLT
6.8
ANDREW
14.0
DEKALB
7.9
DAVIESS
8.5
GRUNDY
11.2
SULLIVAN
7.3
ADAIR
23.3
KNOX
5.8
LEWIS
10.7
LIVINGSTON
16.4
LINN
14.9
MACON
16.0
SHELBY
7.4
MARION
27.5
BUCHANAN
86.1
CLINTON
14.7
CALDWELL
9.1
CHARITON
10.4
RANDOLPH
24.2
MONROE
10.0
RALLS
8.5
PIKE
17.5
PLATTE
43.1
CLAY
137.0
RAY
19.4
CARROLL
11.8
AUDRAIN
25.6
SALINE
23.4
HOWARD
10.0
BOONE
90.6
LAFAYETTE
28.8
JACKSON
639.5
MONTGOMERY
11.0
LINCOLN
20.4
CALLAWAY
29.5
COOPER
14.9
PETTIS
36.5
JOHNSON
35.8
CASS
48.8
13.2
ST CHARLES
129.2
ST LOUIS
979.7
ST LOUIS CITY
504.6
MONITEAU
11.6
COLE
54.2
OSAGE
11.8
GASCONADE
13.1
FRANKLIN
67.0
MORGAN
12.8
BATES
15.5
HENRY
18.8
BENTON
12.1
MILLER
17.8
MARIES
7.1
JEFFERSON
129.4
ST CLAIR
9.2
CAMDEN
18.2
CRAWFORD
17.1
WASHINGTON
17.3
HICKORY
6.4
VERNON
19.5
PULASKI
41.2
PHELPS
31.8
STE GENEVIEVE
14.6
ST FRANCOIS
39.3
PERRY
15.6
CEDAR
11.0
POLK
17.8
DALLAS
11.9
LACLEDE
23.2
DENT
12.9
IRON
10.6
MADISON
9.3
CAPE GIRARDEAU
55.
BARTON
11.1
DADE
7.8
GREENE
183.7
WEBSTER
19.5
WRIGHT
15.7
TEXAS
20.5
REYNOLDS
6.7
SHANNON
7.6
WAYNE
10.7
BOLLINGER
10.1
SCOTT
37.
JASPER
83.8
LAWRENCE
28.1
CARTER
4.8
STODDARD
29.0
MISSISSIPPI
16.
NEWTON
37.3
CHRISTIAN
21.1
DOUGLAS
10.8
HOWELL
27.5
OREGON
10.3
RIPLEY
12.9
BUTLER
37.4
NEW MADRID
24.0
STONE
14.2
TANEY
19.4
OZARK
7.9
BARRY
23.3
MCDONALD
15.4
DUNKLIN
36.0
PEMISCOT
25.1


percent change 1970-78
Total number population change (in thousands)
MISSOURI
ATCHISON 7.5- 0.7-
NODAWAY 4.9- 1.1-
WORTH 5.9- 0.2-
HARRISON 5.8- 0.6-
MERCER 6.1- 0.3-
PUTNAM 8.5+ 0.5+
SCHUYLER 2.1+ 0.1+
SCOTLAND 1.8+ 0.1+
CLARK 1.2+ 0.1-
HOLT 3.+ 0.2+
GENTRY 4.9- 0.4-
SULLIVAN 2.7- 0.2-
GRUNDY 5.1- 0.6-
ADAIR 4.0+ 0.9+
KNOX 1.8+ 0.1+
LEWIS 2.7- 0.3-
ANDREW 16.7+ 2.0+
DEKALB 8.2+ 0.6+
DAVIESS 1.2+ 0.1+
LIVINGSTON 6.5+ 1.0+
LINN 2.- 0.3-
MACON 3.9+ 0.6+
SHELBY 6.3- 0.5-
MARION 2.1- 0.6-
BUCHANAN .9- 0.9-
CLINTON 17.6+ 2.2+
CALDWELL 8.3+ 0.7+
CARROLL 6.4- 0.8-
CHARITON 5.5- 0.6-
RANDOLPH 8.+ 1.8+
MONROE 4.2+ 0.4+
RALLS 10.4+ 0.8+
PIKE 3.6+ 0.6+
PLATTE 3.3+ 10.7+
CLAY 10.2+ 12.7+
RAY 9.6+ 1.7+
AUDRAIN .4+ 0.1+
SALINE 5.7- 1.4-
HOWARD 5.7- 0.6-
BOONE 11.7+ 9.5+
LINCOLN 12.7+ 2.3+
MONTGOMERY -0- 0.0
JACKSON 2.3- 15.1-
LAFAYETTE 7.9+ 2.1+
CALLAWAY 13.5+ 3.5+
ST CHARLES 34.7+ 8.4+
38.0+ 35.6+
COOPER 1.4+ 0.2+
JOHNSON 4.4+ 1.5+
PETTIS 6.7+ 2.3+
ST LOUIS 2.9+ 27.6+
ST LOUIS CITY 18.5- 114.7-
CASS 22.3+ 8.9+
MONITEAU 7.4+ 0.8+
COLE 17.1+ 7.9+
OSAGE 7.3+ 0.8+
GASCONADE 9.2+ 1.1+
FRANKLIN 20.7+ 11.5+
JEFFERSON 22.4+ 23.7+
BATES .7+ 0.1+
HENRY 1.6+ 0.3+
BENTON 23.5+ 2.3+
MORGAN 25.5+ 2.6+
MILLER 17.9+ 2.7+
MARIES 2.9+ 0.2+
CRAWFORD 15.5+ 2.3+
WASHINGTON 14.6+ 2.2+
STE GENEVIEVE 12.8+ 1.6+
ST CLAIR 19.5+ 1.5+
HICKORY 39.1+ 1.8+
CAMDEN 35.8+ 4.8+
PULASKI 22.9- 12.2-
PHELPS 2.9+ 0.2+
ST FRANCOIS 5.9+ 2.2+
PERRY 8.3+ 1.2+
VERNON 2.6+ 0.5+
CEDAR 15.8+ 1.5+
POLK 14.8+ 2.3+
DALLAS 17.8+ 1.8+
LACLEDE 1.6+ 3.2+
DENT 12.2+ 1.4+
IRON 10.4+ 1.0+
MADISON 6.9+ 0.6+
BOLLINGER 13.5+ 1.2+
CAPE GIRARDEAU 11.7+ 5.8+
BARTON 5.7+ 0.6+
DADE 13.0+ 0.9+
GREENE 19.3+ 29.7+
WEBSTER 24.2+ 3.8+
WRIGHT 13.8+ 1.9+
TEXAS 11.4+ 2.1+
REYNOLDS 9.8+ 0.6+
SHANNON 5.6+ 0.4+
WAYNE 22.9+ 2.0+
SCOTT 1.9+ 1.0+
JASPER 5. + 4.0+
LAWRENCE 13.8+ 3.4+
CHRISTIAN 37.+ 5.7+
DOUGLAS 14.9+ 1.4+
HOWELL 16.5+ 3.9+
CARTER 23.1+ 0.9+
STODDARD 11.9+ 3.1+
MISSISSIPPI 3.6- 0.6-
NEWTON 12.4+ 4.1+
BARRY 18.3+ 3.6+
STONE 42.+ 4.2+
TANEY 46.9+ 6.2+
OZARK 25.4+ 1.6+
OREGON 11.9+ 1.1+
RIPLEY 30.3+ 3.0+
BUTLER 10.7+ 3.6+
NEW MADRID 1.7+ 0.4+
McDONALD 23.2+ 5.9+
DUNKLIN 6.5+ 2.2+
PEMISCOT 4.9- 1.3-

School Enrollment

Much discussion about the changes in rural population in recent years has centered on the elderly. It has been found over the years that agricultural counties which have experienced high rates of outmigration in the past were counties that also were increasing in the proportion of older population. The main reason was that most of those who moved away were younger adults leaving a residual population of older people. More recently as the "reverse migration" or "population turnaround" that has affected many rural parts of the country (significantly Missouri) has occurred, speculation has centered on retired people as a major contributor to that population shift. Since most of the movement has occurred during the 1970's and since age of the population is only supplied every 10 years by the census there is little direct data to support or refute the contention that those moving to rural areas are indeed the elderly. For that reason we have collected information on what changes have occurred in school enrollment throughout the state during the 1970's. If in fact the rural population is becoming more elderly this should be reflected in further decreases in school enrollment.

Before going to an examination of recent trends in Missouri it should be pointed out that school enrollment nationally has been declining in recent years largely as a result of a decline in the birth rate which began about 10-12 years ago. It has been mostly more affluent middle class families which have reduced their family size although there have been significant reductions in the number of children born to lower income families as well.

Because we are primarily interested in using school enrollment as a basis for determining something about the characteristics of the population movement which has occurred within the state we have reported only the change in kindergarten through third grade enrollment between the 1973-74 and 1978-79 school years. We have done this mostly because of interest in the relative change in numbers of younger children.

The accompanying map shows that there has been a dramatic decline in K-3 school enrollment in St. Louis City, St. Louis county, Jackson county, Clay county and Buchanan county. Those five counties combined declined by 22,549 kindergarten through 3d grade students in the five year period. It is interesting, however, despite a decline of 9 percent in kindergarten through 3d grade enrollment across the state a majority of the rural counties in the state experienced an actual increase in enrollment at that level. This was especially true for the southern part of the state where a majority of the rural population increase has been occurring. It would appear from these data that those who have contributed to the increasing population of those rural counties are certainly not confined to the elderly.

It is however somewhat more surprising to note that a number of predominantly agricultural counties in north central Missouri which have experienced an overall decline in population this decade had an increase in early age school enrollment. This is true of Daviess, Grundy, Livingston, Sullivan, Linn and Macon counties. This is suggestive of the possibility that during this decade many younger families (who in the past were expected to migrate from the area) have either decided not to migrate or that many younger families have moved in.

This possibility is further supported by information on births and deaths by county between 1972 and 1978. These data show that 74 of the 104 non-metropolitan counties in the state experienced a decline in the actual number of deaths in the county between 1972 and 1978; similarly 71 of the 104 non-metro counties experienced an actual increase in the number of births. This represents a significant reversal of the trends of the two previous decades.

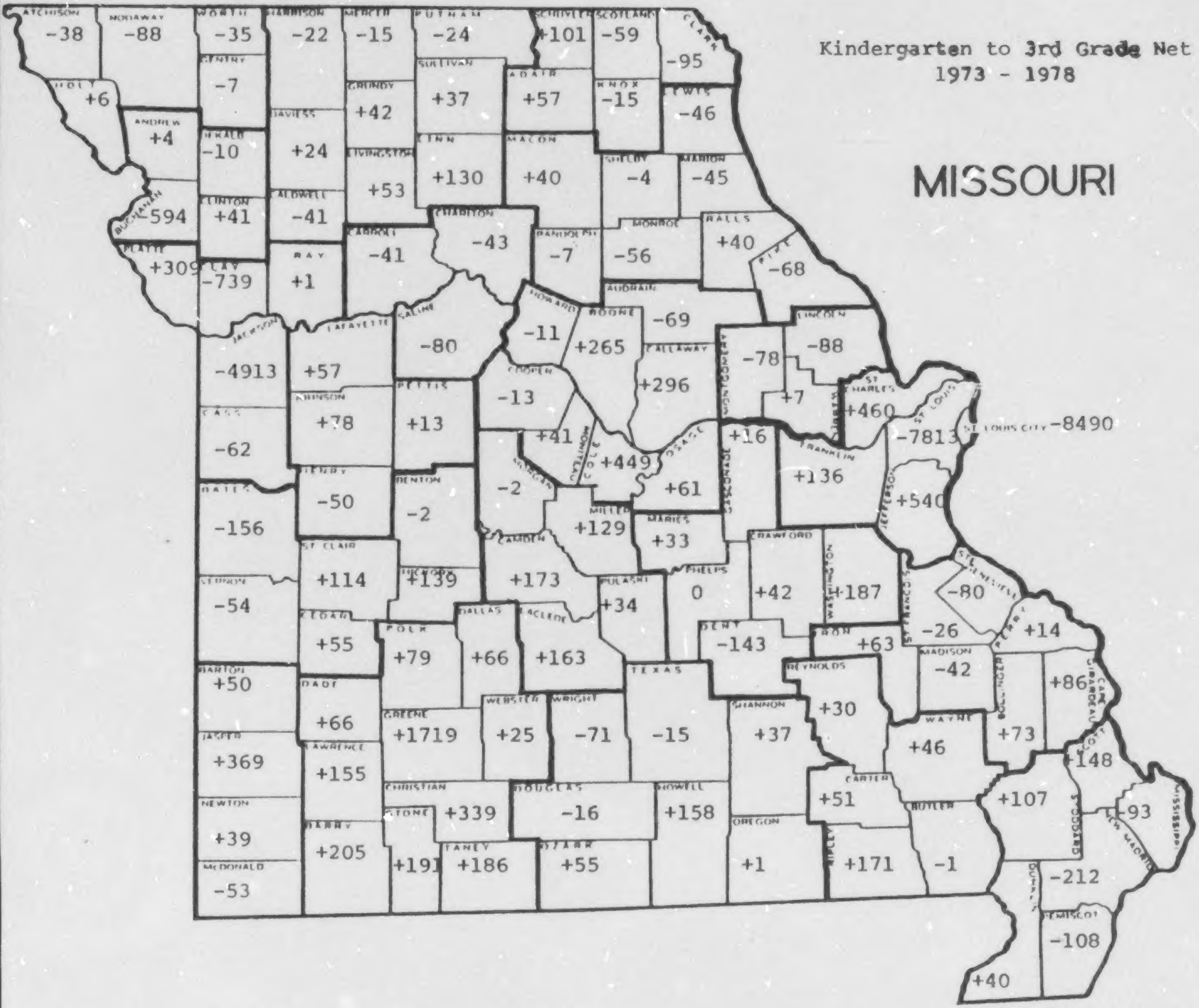
Further information will be available from the 1980 census which should be available early next year. It is most doubtful that the census would contradict this information. The important consideration from the standpoint of planning and community education for rural areas is that they are becoming increasingly populated by younger families, and not just by retirees.

From the point of view of community education, an examination of trends in school enrollment in early grades discloses the fact that the population growth occurring in rural Missouri is not merely retirement inmigration, but that a significant proportion of that growth is from married couples in their child bearing years.

That should very well influence the character of informal adult community education opportunities in these rural areas. One recent survey conducted in Salem, which is in Dent county, showed that younger people in the community with more formal education were much more included to favor more adult educational activities in the community than their older peers. Also, the types of community education programs offered could well be influenced by the fact that there are increases in school enrollment in the early grades.

One of the findings we consistently observed throughout the study was that libraries tend predominantly to offer programs for younger children. They should serve as an excellent vehicle for starting programs in those areas that are experiencing an increase in the number of younger children in the community, especially since organizationally libraries are well suited to informal community education.

Kindergarten to 3rd Grade Net Chang
1973 - 1978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WASHINGTON +187
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VERNON -54
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DALLAS +66
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DENT -143
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MADISON -42
BARTON +50
DADE +66
GREENE +1719
WEBSTER +25
WRIGHT -71
TEXAS -15
SHANNON +37
REYNOLDS +30
WAYNE +46
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HOWELL +158
CARTER +51
BUTLER -1
STODDARD +107
SCOTT +148
MISSISSIPPI +93
NEWTON +39
BARRY +205
STONE +191
TANEY +186
OZARK +55
OREGON +1
RIPLEY +171
NEW MADRID -212
DUNKLIN +40
PEMISCOT -108
McDONALD -53

Per Capita Income

The accompanying maps show the distribution of per capita income for the state for the years 1969 and 1976. All counties in the state experienced significant increases in income during that period although there was a general tendency for the gap between "richer" counties and "poorer" counties to widen during that time.

Although the counties having low per capita income in 1969 generally experienced large percentage increases by 1976 when those increases are looked at in terms of dollars the evidence is that they fell further behind. In 1976 there were 32 counties that had a per capita income of less than $4,000. These were generally concentrated in southern Missouri. Probably largely because of important increases in agricultural income during the early 1970's the northern third of the state had only three counties - Worth, Putnam and Clark - which had per capita incomes below $4,000 in 1976. In southern Missouri a majority of counties had a per capita income of less than $4,000. The major exceptions were counties which were either in the two major recreation areas - Camden, Taney, Stone or counties which have a larger population center - Greene, Laclede, Phelps, Butler, Cape Girardeau, Scott, etc.

It is somewhat ironic that many of the counties in the state showing the highest percentage increases in population are counties with generally low income. It is important to keep in mind however that the income data used here is only available at this time for 1976 and it may be that the population increase in southern Missouri will be reflected in higher income as income data for later years becomes available.

Between 1969 and 1976 per capita income in Missouri increased by $2,500. As an indication of the location of economic change it is useful to look at those counties whose per capita income increased by more than that. Although we have generally come to expect more rapid increases in income in urban and suburban counties the pattern for Missouri contradicts that expectation to some extent. As would be expected St. Louis, Boone, Greene, Jackson, Clay, Platte and Buchanan counties all had increases above the state average. However in the St. Louis area two of the more rapidly growing counties - Jefferson and St. Charles - had increases below that level as did St. Louis City.

Some other counties having smaller cities such as Cape Girardeau, Cole (Jefferson City), Livingston (Chillicothe), Marion (Hannibal), Adair (Kirksville), Henry (Clinton) all had increases above the state average. There were three counties in the state who had large increases which seem primarily attributable to increased farm income during the 1970's. These were Atchison, Chariton and Saline.

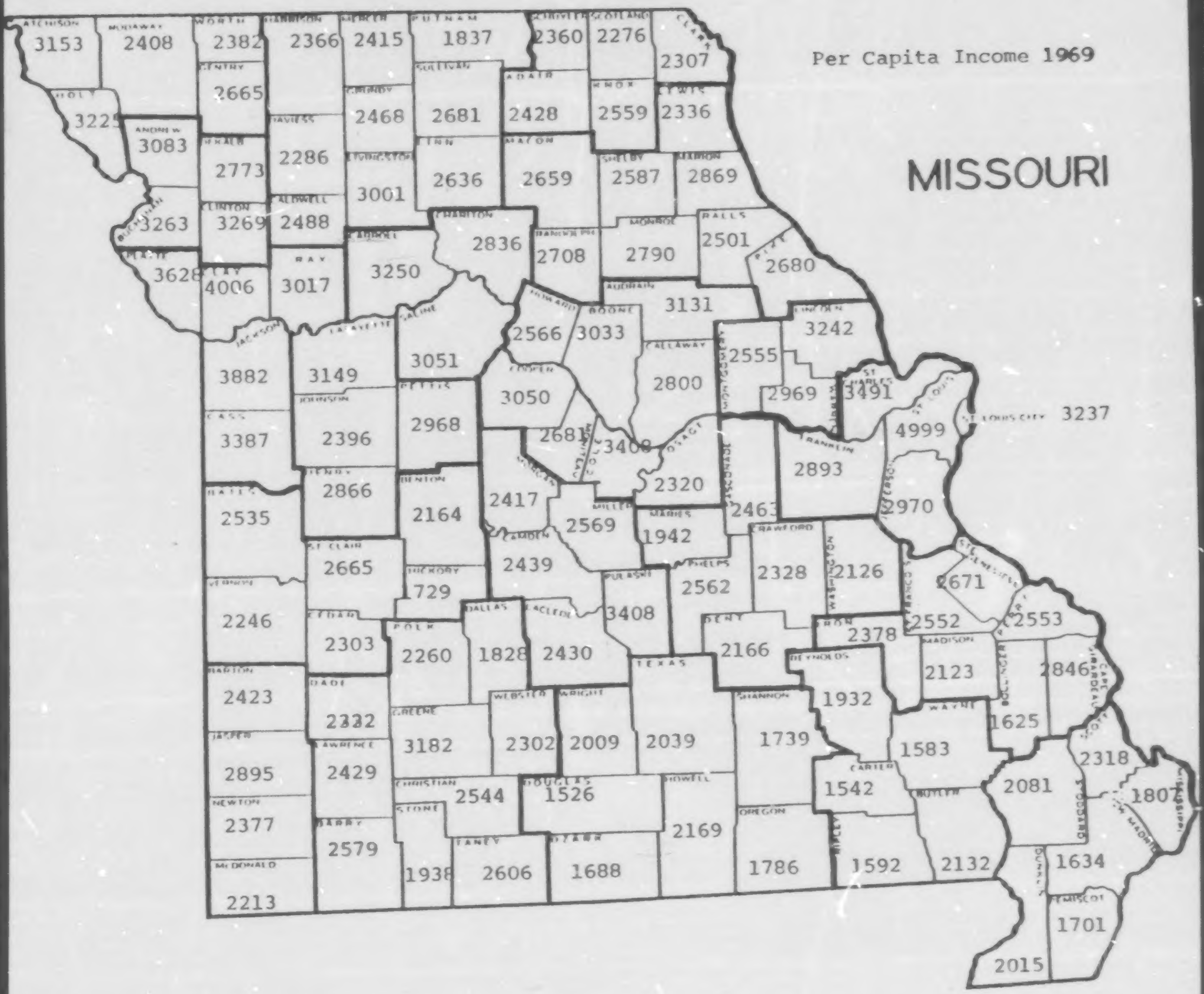
It is important in interpreting per capita income to keep in mind that it is an average. A county for example may have relatively high per capita income but still have a significant concentration of low income people. For that reason we have included in this report some additional income related variables such as transfer payments, income maintenance payments, infant mortality, etc.

The data on per capita income and the changes that have occurred in the past decade or so in the distribution of per capita income in the state, helps reinforce the interpretation that suggests a decided move toward the development of regional growth centers in rural parts of Missouri. If one looks at Kirksville, Cape Girardeau, Chillicothe, Hannibal, and similar smaller cities, they have definitely been establishing themselves as regional centers economically; especially as providers of services.

They also potentially are good community education regional centers as well, since there are already patterns emerging of people being drawn to these areas for basic services.

Per Capita Income 1969

MISSOURI



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HICKORY 729
VERNON 2246
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PHELPS 2562
DENT 2166
IRON 2378
MADISON 2123
CEDAR 2303
POLK 2260
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LACLEDE 2430
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DADE 2332
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SCOTT 2318
CARTER 1542
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BARRY 2579
STONE 1938
TANEY 2606
OZARK 1688
OREGON 1786
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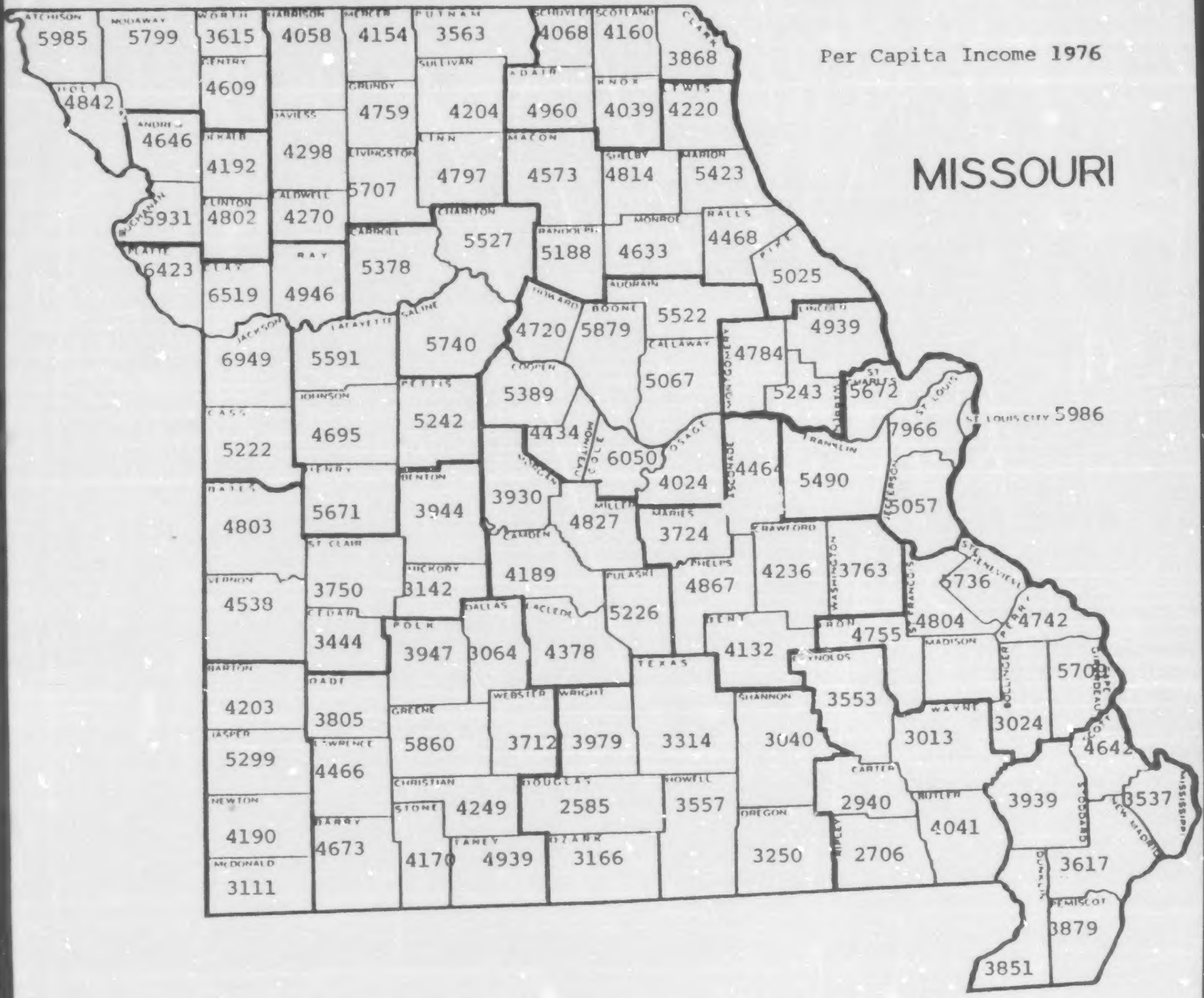
DUNKLIN 2015
PEMISCOT 1701

Per Capita Income 1976

MISSOURI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ANDREW 4646
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LINN 4797
MACON 4573
SHELBY 4814
MARION 5423
BUCHANAN 5931
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MONROE 4633
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MILLER 4827
MARIES 3724
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HICKORY 3142
VERNON 4538
CRAWFORD 4236
WASHINGTON 3763
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PHELPS 4867
PULASKI 5226
ST FRANCOIS 4804
PERRY 4742
CEDAR 3444
POLK 3947
DALLAS 3064
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DENT 4132
IRON 4755
MADISON
BARTON 4203
DADE 3805
GREENE 5860
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WRIGHT 3979
TEXAS 3314
SHANNON 3040
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WAYNE 3013
BOLLINGER 3024
CAPE GIRARDEAU 5709
JASPER 5299
LAWRENCE 4466
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DOUGLAS 2585
HOWELL 3557
CARTER 2940
SCOTT 4642
MISSISSIPPI 3537
STODDARD 3939
NEWTON 4190
STONE 4170
TANEY 4939
OZARK 3166
OREGON 3250
RIPLEY 2706
BUTLER 4041
NEW MADRID 3617
BARRY 4673
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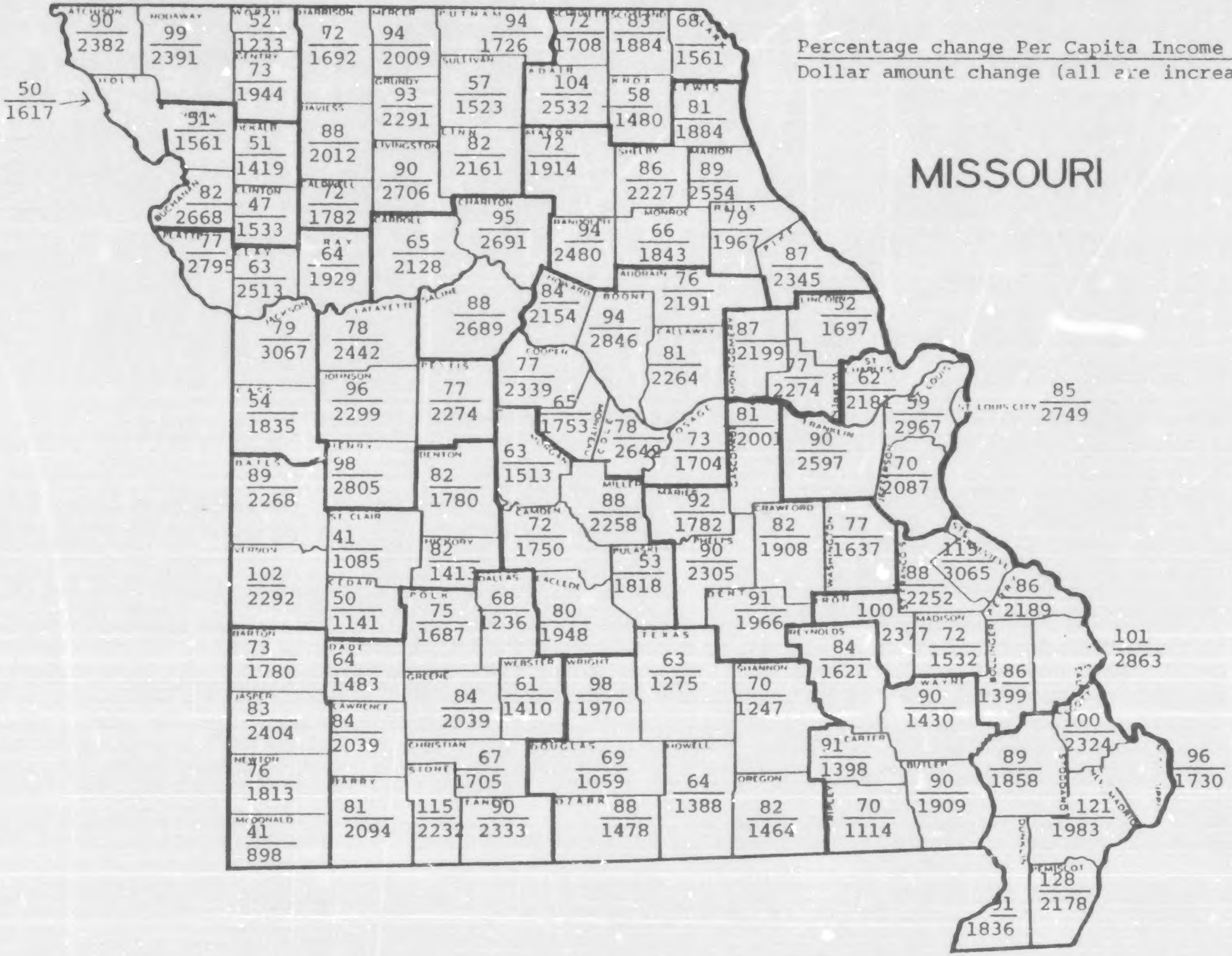
DUNKLIN 3851
PEMISCOT 3879

Percentage change Per Capita Income 69-75
Dollar amount change (all are increases)

MISSOURI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HOLT 50 1617
GENTRY 73 1944
GRUNDY 93 2291
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ADAIR 104 2532
KNOX 58 1480
LEWIS 81 1884
ANDREW 51 1561
DEKALB 51 1419
DAVIESS 88 2012
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SHELBY 86 2227
MARION 89 2554
BUCHANAN 82 2668
CLINTON 47 1533
CALDWELL 72 1782
LIVINGSTON 90 2706
CHARITON 95 2691
RANDOLPH 94 2480
MONROE 66 1843
RALLS 79 1967
PLATTE 77 2795
CLAY 63 2513
RAY 64 1929
CARROLL 65 2128
PIKE 87 2345
AUDRAIN 76 2191
HOWARD 84 2154
BOONE 94 2846
SALINE 88 2689
LAFAYETTE 78 2442
JACKSON 79 3067
LINCOLN 52 1697
MONTGOMERY 87 2199
CALLAWAY 81 2264
COOPER 77 2339
WARREN 77 2274
ST CHARLES 62 2181
ST LOUIS 59 2967
ST LOUIS CITY 85 2749
CASS 54 1835
JOHNSON 96 2299
PETTIS 77 2274
MONITEAU 65 1753
COLE 78 2642
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GASCONADE 81 2001
FRANKLIN 90 2597
JEFFERSON 70 2087
MORGAN 63 1513
BATES 89 2268
HENRY 98 2805
BENTON 82 1780
MILLER 88 2258
MARIES 92 1782
CRAWFORD 82 1908
WASHINGTON 77 1637
CAMDEN 72 1750
ST CLAIR 41 1085
HICKORY 82 1413
PULASKI 53 1818
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PERRY 86 2189
VERNON 102 2292
CEDAR 50 1141
POLK 75 1687
DALLAS 68 1236
LACLEDE 80 1948
DENT 91 1966
IRON 100 2377
MADISON 72 1532
CAPE GIRARDEAU 101 2863
BARTON 73 1780
DADE 64 1483
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WRIGHT 98 1970
TEXAS 63 1275
REYNOLDS 84 1621
SHANNON 70 1247
WAYNE 90 1430
BOLLINGER 86 1399
JASPER 83 2404
LAWRENCE 84 2039
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HOWELL 64 1388
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OZARK 88 1478
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RIPLEY 70 1114
BUTLER 90 1909
STODDARD 89 1858
NEW MADRID 121 1983
McDONALD 41 898
BARRY 81 2094
PEMISCOT 128 2178
DUNKLIN 91 1836

183

Transfer Payments

Transfer payments include all government payments to individuals to provide or supplement income. The major categories of transfer payments are social security, unemployment compensation, income maintenance (including Aid to Dependent Children, Food Stamps, etc.), military retirement and various forms of educational assistance.

There was a substantial increase in all those categories within the state during the period from 1972 through 1977.

We are including transfer payments among the data because we feel it is a measure which adds further refinement to per capita income as a measure of the relative economic well being of a county.

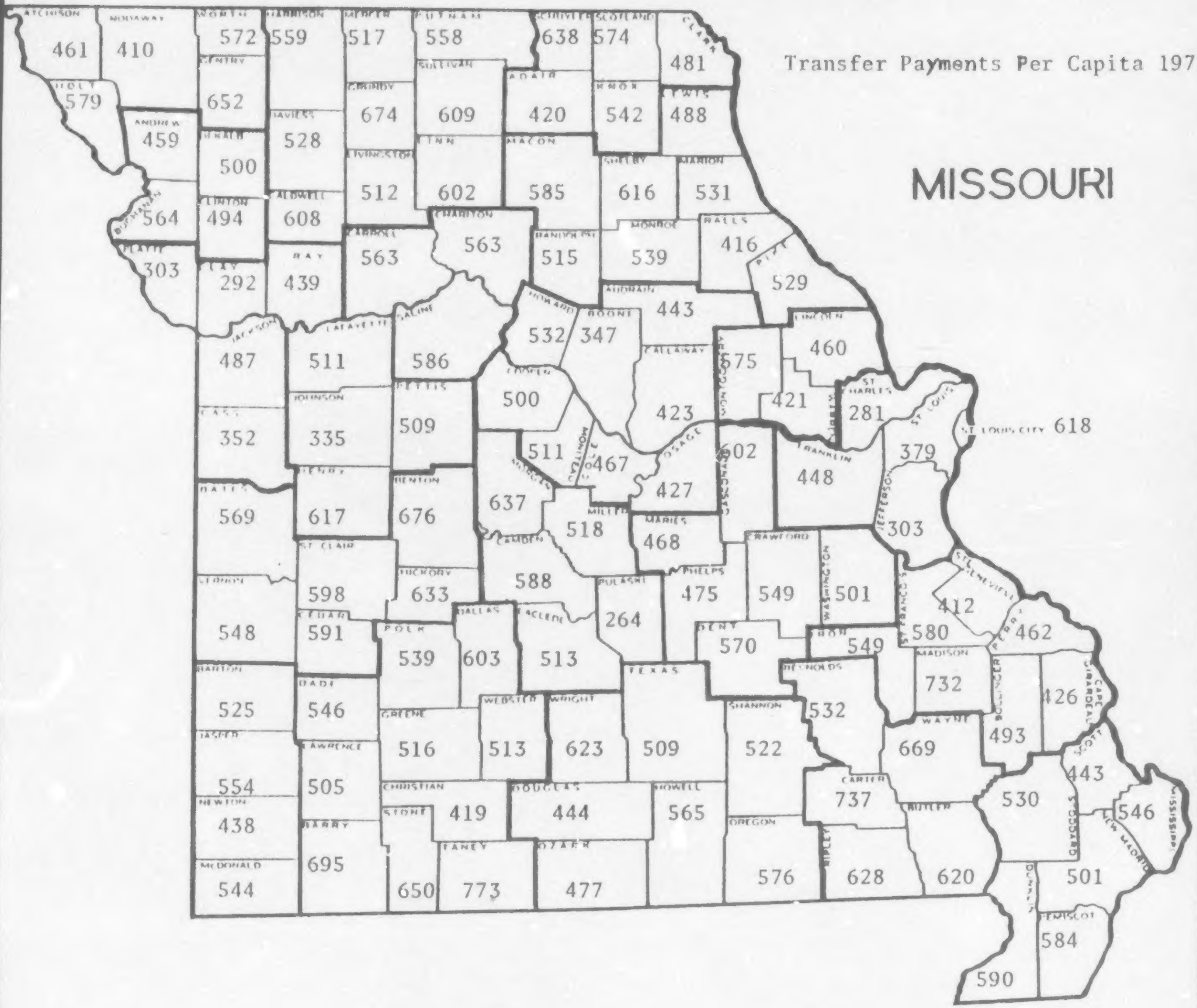
To provide some basis for relative interpretation of the impact of transfer payments we have calculated them on a per capita basis for all counties. This does not mean that all persons within a county are recipients of transfer payments but it does provide an indication of the extent to which a county is dependent on them as a source of income.

In general for 1977 Missouri residents averaged about $1,000 per capita in transfer payments. Approximately 50 percent of this consisted of social security. The remaining 50 percent is divided among the other categories. The map on the value of transfer payments per capita by county for 1977 shows some rather significant differences. As may be noted from close examination of that map there is some relationship between per capita income by county and per capita transfer payments although there are many exceptions. The counties having the lowest transfer payments tend generally to be higher income suburban counties such as St. Charles, Jefferson, St. Louis, Platte, Clay, Cass. Counties with high transfer payments per capita tend to be counties with a high percentage of older people or a high percentage of low income people or both. For example the county with the highest transfer payments per capita in 1977 was Taney which in recent years has become a popular retirement county although not necessarily a low income county. Similarly Grundy county is about median in the state in terms of per capita income but very high on transfer payments, most likely because of a high percentage of older people. There are other counties however which are high on total transfer payments such as Wayne, Carter, Hickory and Benton which are generally lower income but do not have an exceptionally high rate of older population.

All areas of the state of Missouri are increasing in the amount of transfer payments coming in each month. As with other parts of the country, rural Missouri is becoming more economically dependent on payments from governmental agencies, especially retirement payments.

The relative geographic mobility provided retirees by transfer payments is of great significance. Retired people may now live where they like, or any where they can afford, and may take their transfer income with them.

An examination of the impact that social security payments are making in some counties is important from the point of view of planning for informal adult community education. At least half the bulk of transfer payments is in social security, and these areas with increasing social security recipients are definitely in need of educational programs geared toward the retired populace, e.g. the program being initiated by the Reverand Ray in Eldon is a good example.



Transfer Payments Per Capita 1972

MISSOURI

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HARRISON 559
MERCER 517
PUTNAM 558
SCHUYLER 638
SCOTLAND 574
CLARK 481
HOLT 579
GENTRY 652
SULLIVAN 609
GRUNDY 674
ADAIR 420
KNOX 542
LEWIS 488
ANDREW 459
DEKALB 500
DAVIESS 528
LIVINGSTON 512
LINN 602
MACON 585
SHELBY 616
MARION 531
BUCHANAN 564
CLINTON 494
CALDWELL 608
CHARITON 563
CARROLL 563
RANDOLPH 515
MONROE 539
RALLS 416
PLATTE 303
CLAY 292
RAY 439
PIKE 529
AUDRAIN 443
HOWARD 532
BOONE 347
LINCOLN 460
JACKSON 487
LAFAYETTE 511
SALINE 586
MONTGOMERY 575
CALLAWAY 423
WARREN 421
ST. CHARLES 281
COOPER 500
CASS 352
JOHNSON 335
PETTIS 509
ST. LOUIS 379
ST. LOUIS CITY 618
MONITEAU 511
COLE 467
OSAGE 427
GASCONADE 602
FRANKLIN 448
HENRY 617
BENTON 676
MORGAN 637
BATES 569
MILLER 518
MARIES 468
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CAMDEN 588
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WASHINGTON 501
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VERNON 548
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ST. FRANCOIS 580
PERRY 462
CEDAR 591
POLK 539
DALLAS 603
LACLEDE 513
DENT 570
IRON 549
MADISON 732
TEXAS
BARTON 525
DADE 546
REYNOLDS 532
CAPE GIRARDEAU 426
BOLLINGER 493
WEBSTER 513
WRIGHT 623
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SHANNON 522
WAYNE 669
GREENE 516
JASPER 554
LAWRENCE 505
SCOTT 443
CARTER 737
STODDARD 530
MISSISSIPPI 546
CHRISTIAN 419
DOUGLAS 444
HOWELL 565
NEWTON 438
BUTLER
STONE 650
BARRY 695
TANEY 773
OZARK 477
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McDONALD 544
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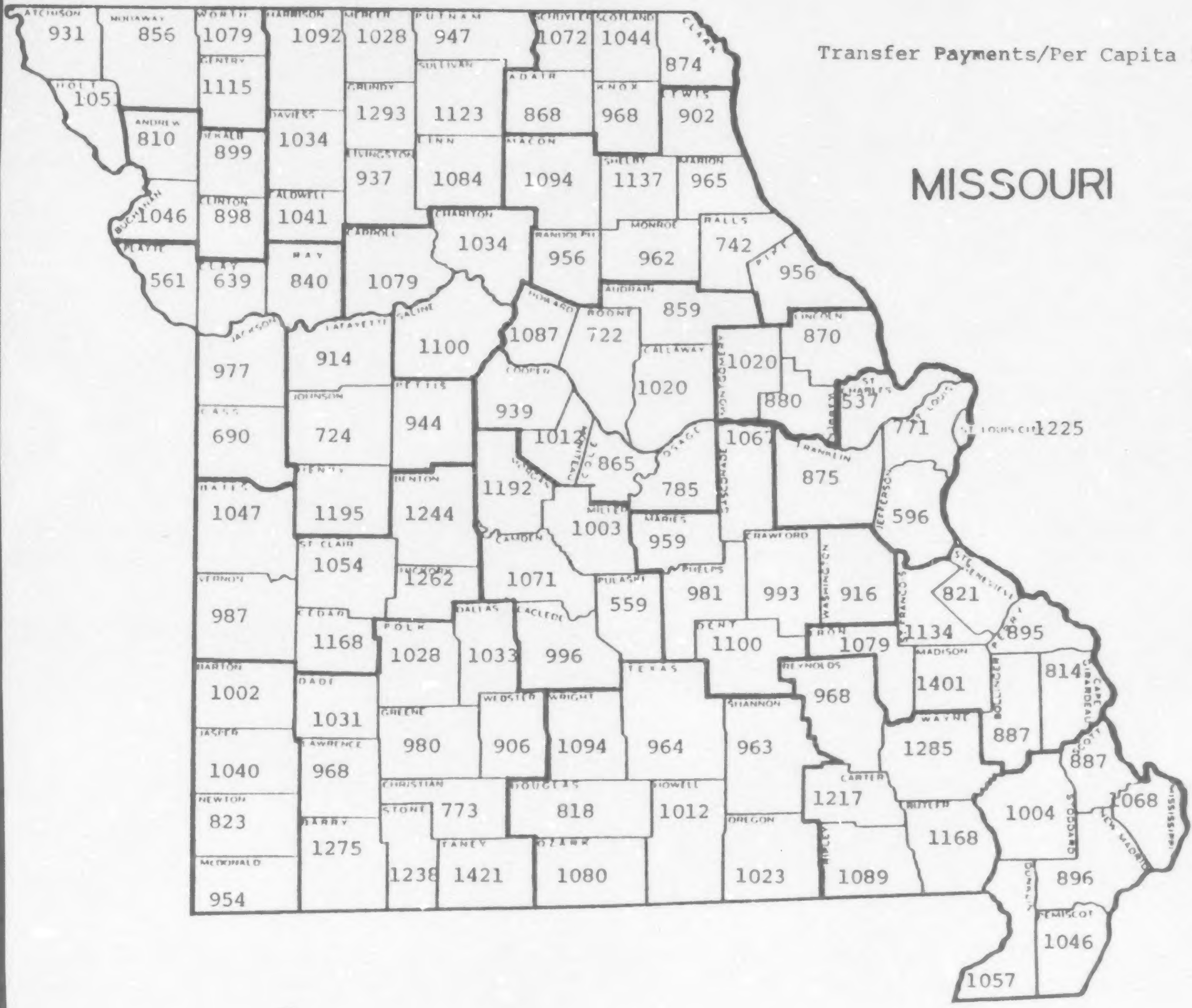
PEMISCOT 584

Transfer Payments/Per Capita 1977

MISSOURI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ADAIR 868
KNOX 968
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BUCHANAN 1046
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LINN 1084
MACON 1094
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WASHINGTON 916
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VERNON 987
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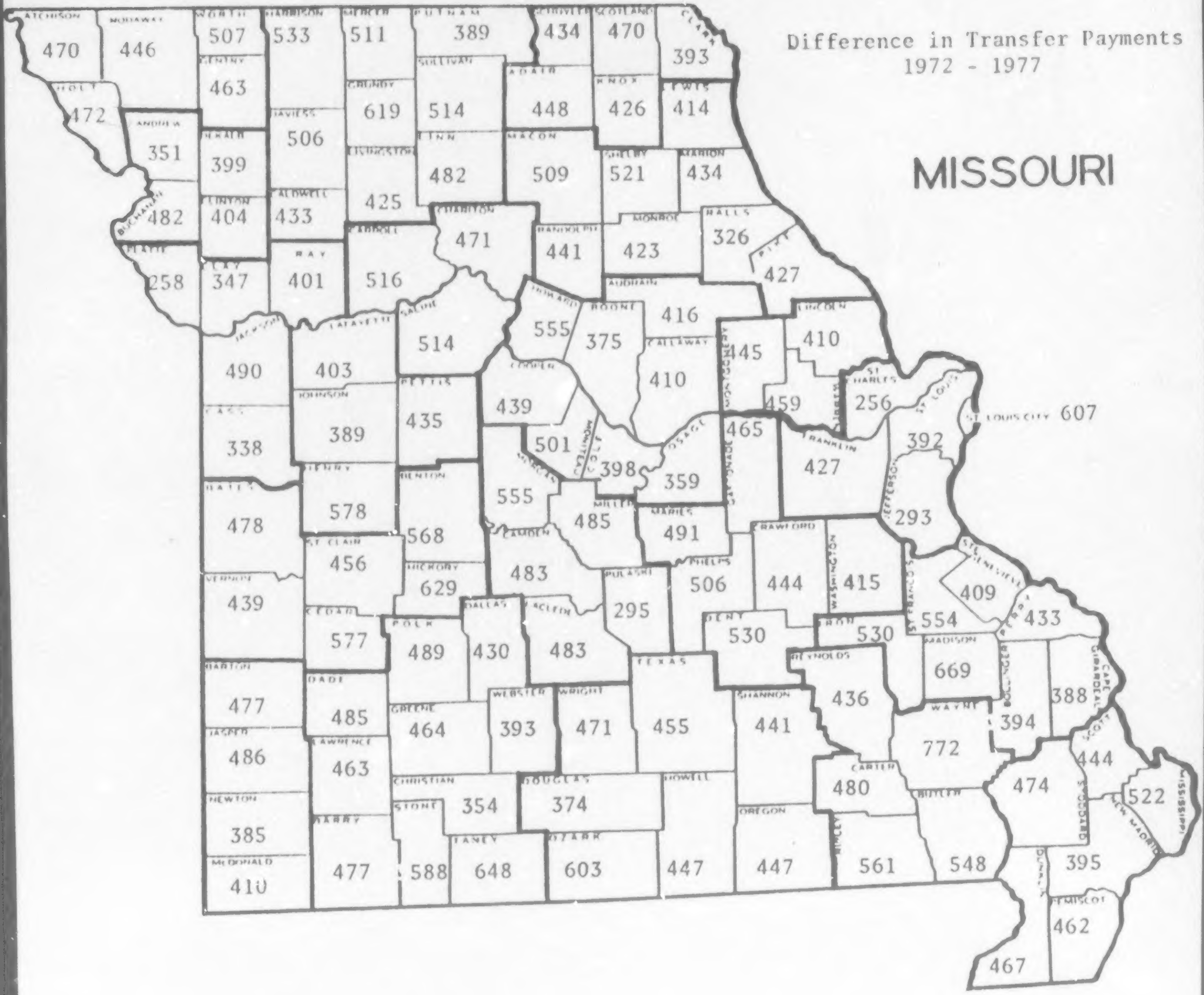
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KNOX 426
LEWIS 414
ANDREW 351
DEKALB 399
DAVIESS 506
LINN 482
MACON 509
SHELBY 521
MARION 434
BUCHANAN 482
CLINTON 404
CALDWELL 433
LIVINGSTON 425
CHARITON 471
RANDOLPH 441
MONROE 423
RALLS 326
PIKE 427
PLATTE 258
CLAY 347
RAY 401
CARROLL 516
AUDRAIN 416
HOWARD 555
BOONE 375
LINCOLN 410
SALINE 514
JACKSON 490
LAFAYETTE 403
CALLAWAY 410
MONTGOMERY 445
WARREN 459
ST. CHARLES 256
ST. LOUIS 392
ST. LOUIS CITY 607
COOPER 439
JOHNSON 389
PETTIS 435
CASS 338
MONITEAU 501
COLE 398
OSAGE 359
GASCONADE 465
FRANKLIN 427
JEFFERSON 293
MORGAN 555
HENRY 578
BENTON 568
BATES 478
MILLER 485
MARIES 491
CRAWFORD 444
WASHINGTON 415
ST. CLAIR 456
CAMDEN 483
HICKORY 629
VERNON 439
PULASKI 295
PHELPS 506
STE. GENEVIEVE 409
ST. FRANCOIS 554
PERRY 433
CEDAR 577
DALLAS 430
LACLEDE 483
POLK 489
DENT 530
IRON 530
MADISON 669
BARTON 477
DADE 485
REYNOLDS 436
BOLLINGER 394
CAPE GIRARDEAU 388
GREENE 464
WEBSTER 393
WRIGHT 471
TEXAS 455
SHANNON 441
WAYNE 772
JASPER 486
LAWRENCE 463
SCOTT 444
CARTER 480
STODDARD 474
MISSISSIPPI 522
CHRISTIAN 354
DOUGLAS 374
NEWTON 385
BUTLER 548
NEW MADRID 395
BARRY 477
STONE 588
TANEY 648
OZARK 603
HOWELL 447
OREGON 447
RIPLEY 561
McDONALD 410
DUNKLIN 467
PEMISCOT 462

Difference in Transfer Payments
1972 - 1977

MISSOURI

Income maintenance payments per capita

Income maintenance includes that part of transfer payments which is generally lumped under the heading of welfare. As such the higher the rate of receipt of such payments per county the greater the percentage of the county population which qualifies for such payments. In general, income maintenance payments per county represent a relatively small percentage of the total transfer payments to the county averaging about 10 percent.

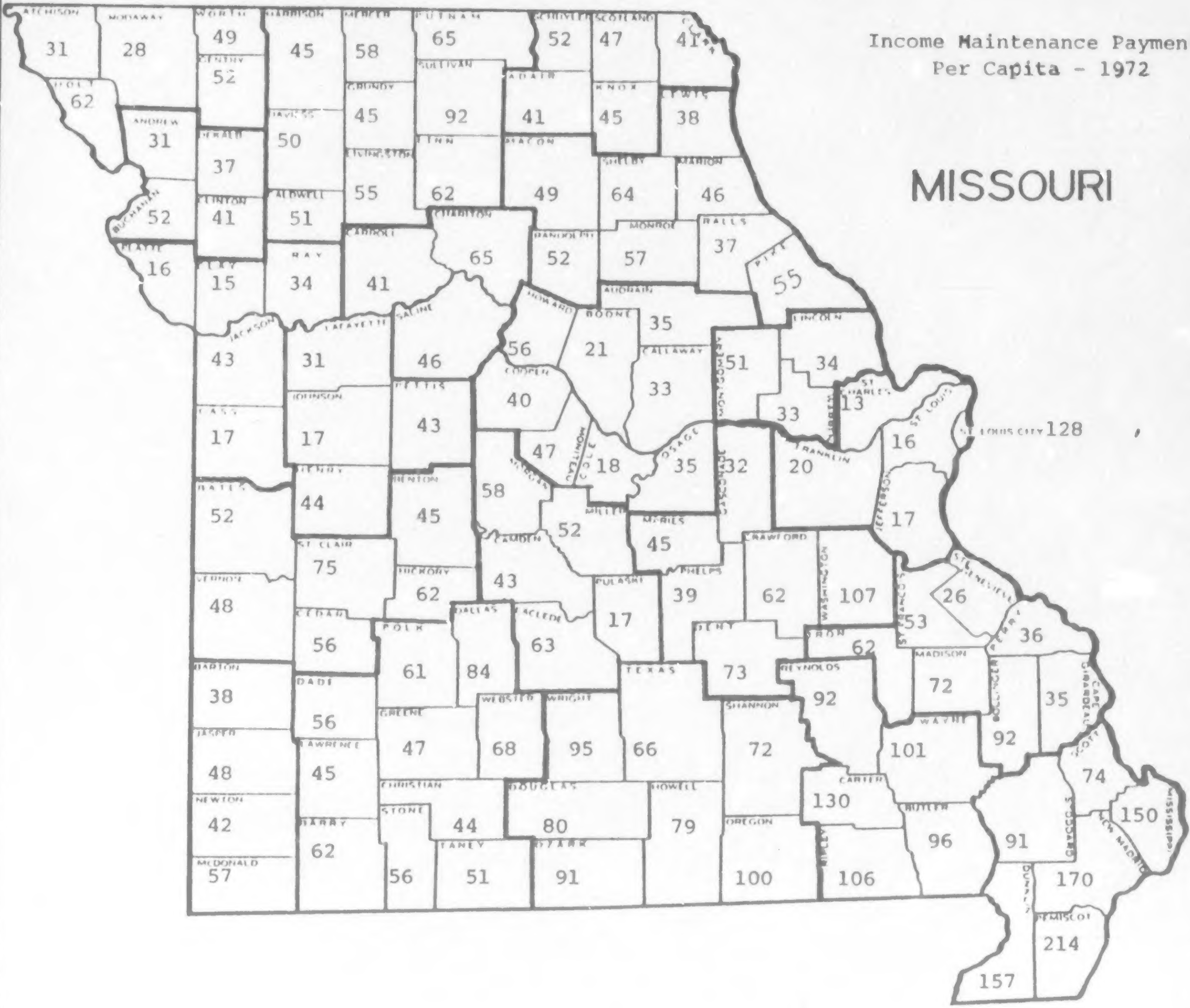
The counties in the state having the highest income maintenance payments per capita in 1977 were four counties in the bootheel followed by St. Louis City. All these were well above $200 per capita. Following these were quite a number of counties generally in southern and southeast Missouri which had per capita payments in excess of $100. In general there is a relatively close correspondence between a low per capita income in a county and the per capita amounts of income maintenance payments. However there are some exceptions and for this reason the relative amount of income maintenance payments provides supplementary information on the existence of low income pockets in counties which may have moderately high average income.

In general the counties which had the largest increases in income maintenance payments between 1972 and 1977 were counties which had the highest per capita payments in 1977; that is generally counties in southern and southeast Missouri.

Rural poverty can be found widespread in south central and especially south eastern Missouri. These areas have heavy concentrations of displaced agricultural workers. Missouri Division of Employment Security personnel have informed us that the bootheel area of Missouri is one of the large concentrations of migrant workers in the country, with all the attendant social and economic problems entailed.

Adult informal education programs aimed at rural communities in these areas characterized by high per capita rates of income maintenance payments need to be specially cognizant of the socio-economic and cultural dynamics at work in these areas, and informal community education efforts will need to be carefully

Income Maintenance Payments
Per Capita - 1972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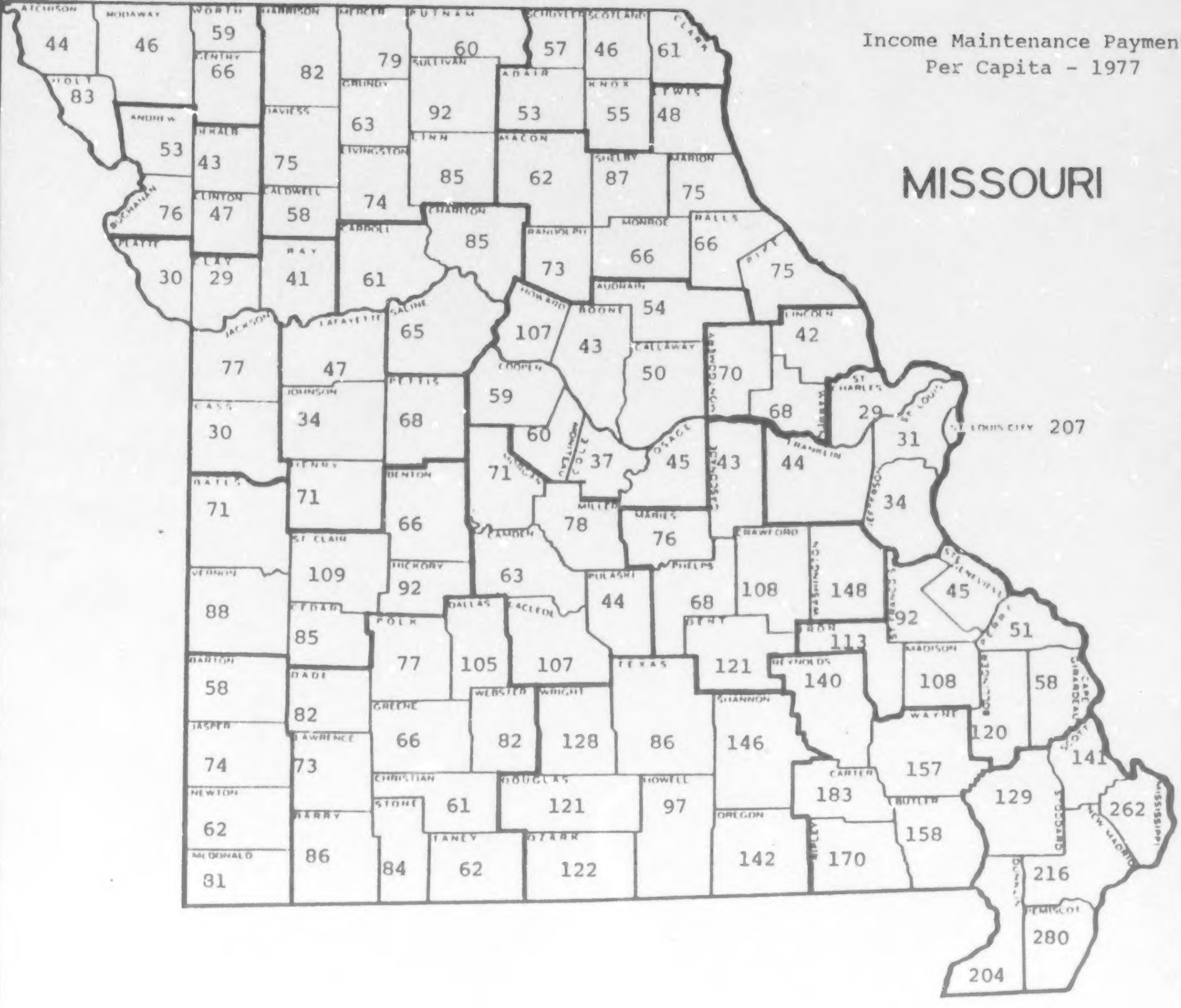
WORTH 49
GENTRY 52
HARRISON 45
MERCER 58
PUTNAM 65
SCHUYLER 52
SCOTLAND 47
CLARK 41
HOLT 62
ANDREW 31
DEKALB 37
DAVIESS 50
GRUNDY 45
SULLIVAN 92
ADAIR 41
KNOX 45
LEWIS 38
BUCHANAN 52
CLINTON 41
CALDWELL 51
LIVINGSTON 55
LINN 62
MACON 49
SHELBY 64
MARION 46
PLATTE 16
CLAY 15
RAY 34
CARROLL 41
CHARITON 65
RANDOLPH 52
MONROE 57
RALLS 37
PIKE 55
AUDRAIN 35
HOWARD 56
BOONE 21
CALLAWAY 33
MONTGOMERY 51
LINCOLN 34
WARREN 33
ST CHARLES 13
ST LOUIS 16
ST LOUIS CITY 128
JACKSON 43
LAFAYETTE 31
SALINE 46
COOPER 40
JOHNSON 17
PETTIS 43
CASS 17
MONITEAU 47
COLE 18
OSAGE 35
GASCONADE 32
FRANKLIN 20
JEFFERSON 17
BATES 52
HENRY 44
BENTON 45
MORGAN 58
MILLER 52
MARIES 45
CRAWFORD 62
WASHINGTON 107
ST FRANCOIS 53
STE GENEVIEVE 26
PERRY 36
VERNON 48
ST CLAIR 75
HICKORY 62
CAMDEN 43
PULASKI 17
PHELPS 39
DENT 73
IRON 62
MADISON 72
CAPE GIRARDEAU 35
BOLLINGER 92
CEDAR 56
POLK 61
DALLAS 84
LACLEDE 63
TEXAS 66
REYNOLDS 92
BARTON 38
DADE 56
GREENE 47
WEBSTER 68
WRIGHT 95
SHANNON 72
WAYNE 101
SCOTT 74
JASPER 48
LAWRENCE 45
CHRISTIAN 44
DOUGLAS 80
HOWELL 79
CARTER 130
BUTLER 96
91
MISSISSIPPI 150
NEWTON 42
BARRY 62
STONE 56
TANEY 51
OZARK 91
OREGON 100
RIPLEY 106
NEW MADRID 170
MCDONALD 57
DUNKLIN 157
PEMISCOT 214

Income Maintenance Payments
Per Capita - 1977

MISSOURI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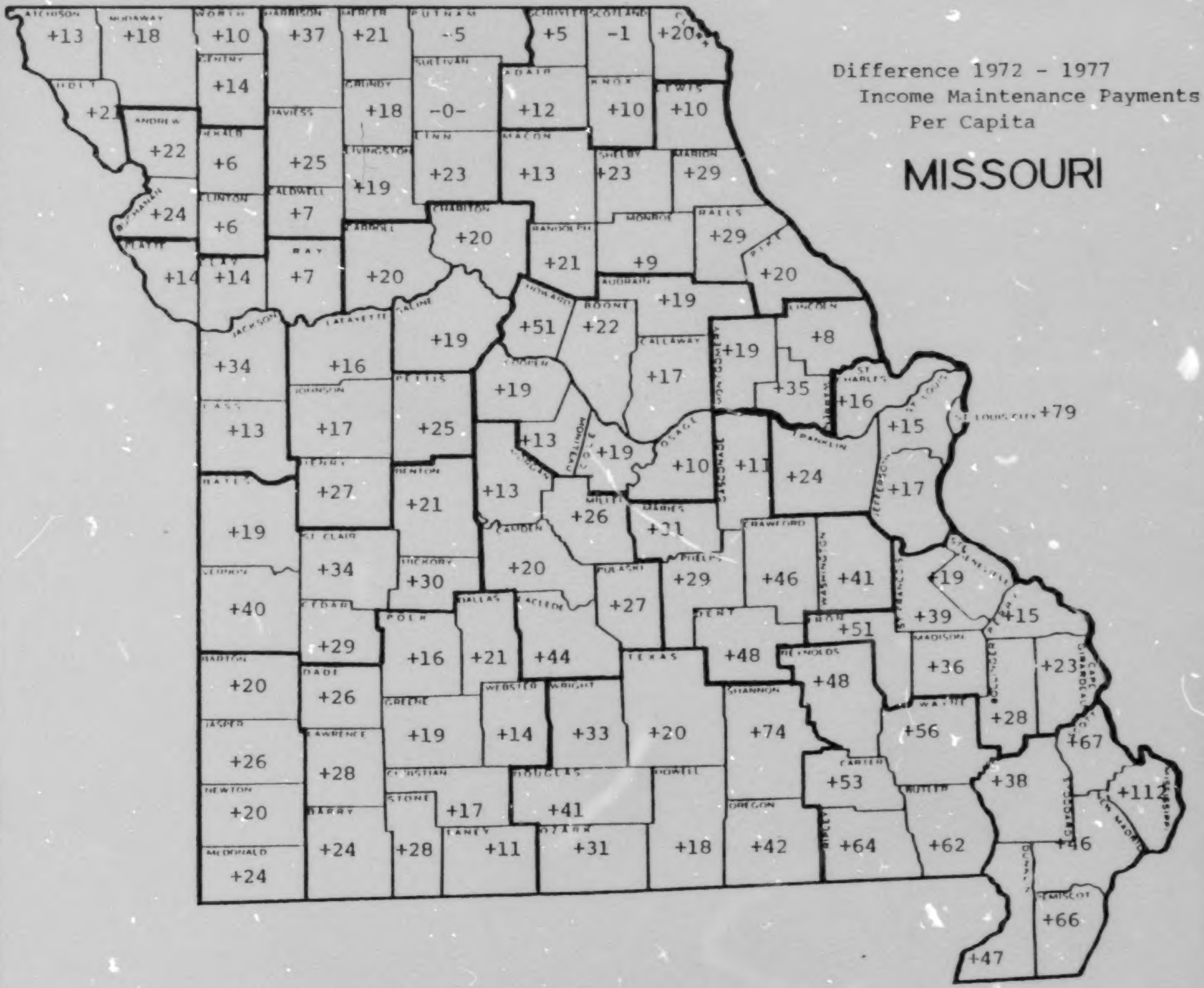
SULLIVAN 92
GRUNDY 63
ANDREW 53
DEKALB 43
DAVIESS 75
ADAIR 53
KNOX 55
LEWIS 48
LINN 85
MACON 62
SHELBY 87
MARION 75
LIVINGSTON 74
BUCHANAN 76
CLINTON 47
CALDWELL 58
CHARITON 85
RANDOLPH 73
MONROE 66
RALLS 66
CARROLL 61
PLATTE 30
CLAY 29
RAY 41
PIKE 75
AUDRAIN 54
HOWARD 107
BOONE 43
SALINE 65
LAFAYETTE 47
JACKSON 77
LINCOLN 42
CALLAWAY 50
MONTGOMERY 70
WARREN 68
ST CHARLES 29
ST LOUIS 31
ST LOUIS CITY 207
COOPER 59
JOHNSON 34
PETTIS 68
CASS 30
MONITEAU 60
COLE 37
OSAGE 45
GASCONADE 43
FRANKLIN 44
MORGAN 71
JEFFERSON 34
HENRY 71
BATES 71
BENTON 66
MILLER 78
MARIES 76
CAMDEN 63
ST CLAIR 109
HICKORY 92
VERNON 88
CRAWFORD 108
WASHINGTON 148
STE GENEVIEVE 45
ST FRANCOIS 92
PERRY 51
PULASKI 44
PHELPS 68
DENT 121
IRON 113
CEDAR 85
POLK 77
DALLAS 105
LACLEDE 107
MADISON 108
BARTON 58
TEXAS 86
REYNOLDS 140
BOLLINGER 120
CAPE GIRARDEAU 58
DADE 82
GREENE 66
WEBSTER 82
WRIGHT 128
SHANNON 146
WAYNE 157
SCOTT 141
JASPER 74
LAWRENCE 73
CARTER 183
STODDARD 129
MISSISSIPPI 262
CHRISTIAN 61
DOUGLAS 121
HOWELL 97
NEWTON 62
BARRY 86
STONE 84
TANEY 62
OZARK 122
OREGON 142
RIPLEY 170
BUTLER 158
NEW MADRID 216
MCDONALD 81
PEMISCOT 280
DUNKLIN 204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WORTH +10
HARRISON +37
MERCER +21
PUTNAM -5
SCHUYLER +5
SCOTLAND -1
CLARK +20
GENTRY +14
HOLT +21
ANDREW +22
DEKALB +6
DAVIESS +25
GRUNDY +18
SULLIVAN -0-
ADAIR +12
KNOX +10
LEWIS +10
BUCHANAN +24
CLINTON +6
CALDWELL +7
LIVINGSTON +19
LINN +23
MACON +13
SHELBY +23
MARION +29
PLATTE +14
CLAY +14
RAY +7
CARROLL +20
CHARITON +20
RANDOLPH +21
MONROE +9
RALLS +29
PIKE +20
AUDRAIN +19
LINCOLN +8
JACKSON +34
LAFAYETTE +16
SALINE +19
HOWARD +51
BOONE +22
CALLAWAY +17
MONTGOMERY +19
WARREN +35
ST. CHARLES +16
ST. LOUIS +15
ST. LOUIS CITY +79
CASS +13
JOHNSON +17
PETTIS +25
COOPER +19
MONITEAU +13
COLE +19
OSAGE +10
GASCONADE +11
FRANKLIN +24
JEFFERSON +17
HENRY +27
BENTON +21
MORGAN +13
MILLER +26
MARIES +31
BATES +19
ST. CLAIR +34
HICKORY +30
CAMDEN +20
PULASKI +27
PHELPS +29
CRAWFORD +46
WASHINGTON +41
STE. GENEVIEVE +19
ST. FRANCOIS +39
PERRY +15
VERNON +40
CEDAR +29
POLK +16
DALLAS +21
LACLEDE +44
DENT +48
IRON +51
MADISON +36
BOLLINGER +28
CAPE GIRARDEAU +23
BARTON +20
DADE +26
GREENE +19
WEBSTER +14
WRIGHT +33
TEXAS +20
SHANNON +74
REYNOLDS +48
WAYNE +56
SCOTT +67
JASPER +26
LAWRENCE +28
CHRISTIAN +17
DOUGLAS +41
CARTER +53
STODDARD +38
MISSISSIPPI +112
NEWTON +20
BARRY +24
STONE +28
TANEY +11
OZARK +31
HOWELL +18
OREGON +42
RIPLEY +64
BUTLER +62
NEW MADRID +46
McDONALD +24
DUNKLIN +47
PEMISCOT +66

Difference 1972 - 1977
Income Maintenance Payments
Per Capita

MISSOURI

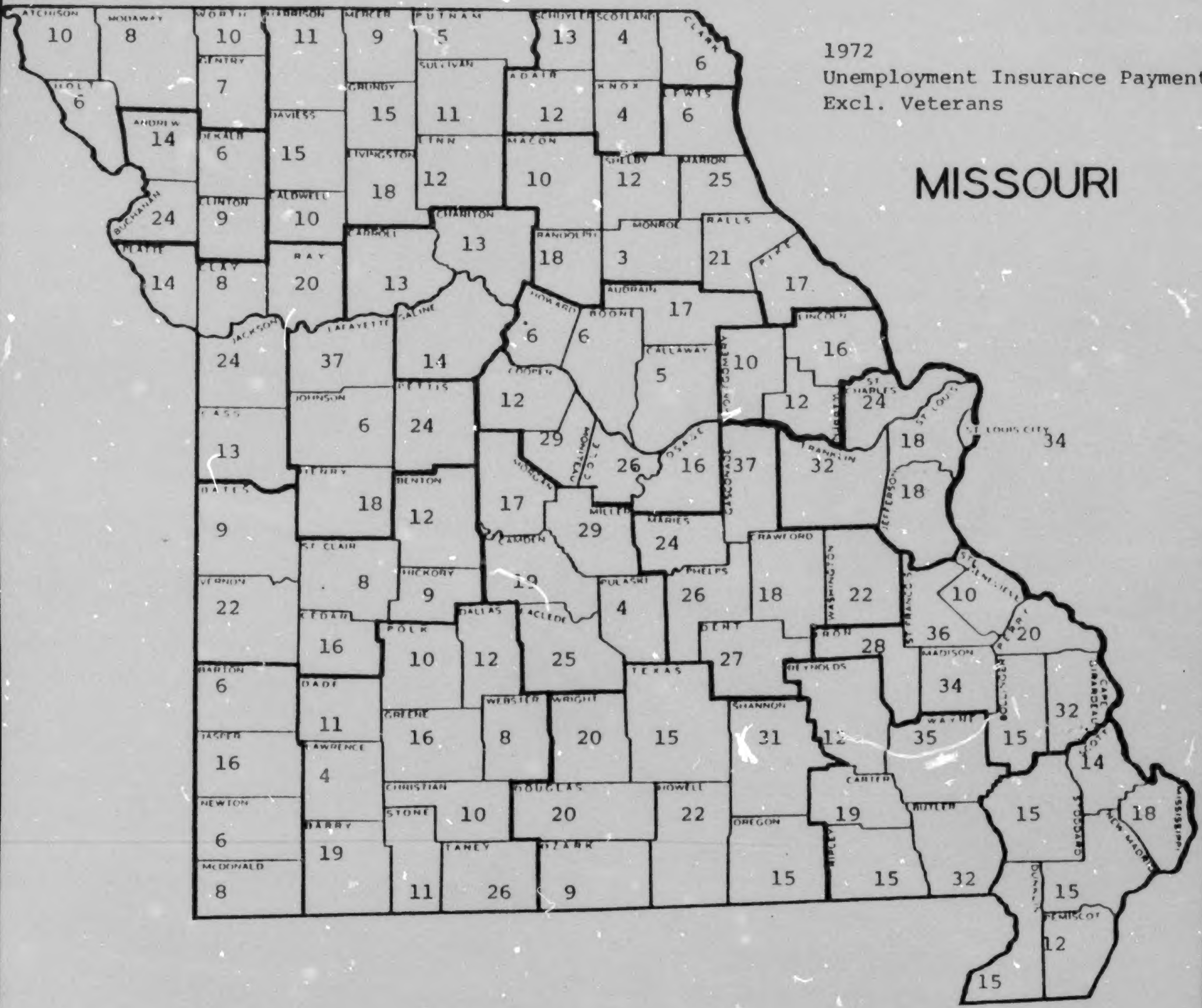
Unemployment compensation per capita

As stated above one of the components of transfer payments is unemployment compensation. We are breaking unemployment compensation payments out for separate analysis because it represents a relative measure of the extent to which the economy of a county is influenced by unemployment. The three maps following include the amount of unemployment compensation per capita within each county in 1972, the amount per capita received in each county in 1977 and the third map shows the difference between the two for each county. It may be observed by comparing the 1972 map with the 1977 map that there was within the state a very sizable increase in payments made during that time. The reason for the significant increase is primarily an increase in eligibility and benefits during that time as well as increasing amounts to account for inflation.

What is potentially important about these data is to observe where the most significant changes occurred during the five year period. The counties receiving the greatest amount of unemployment compensation per capita in 1977 were Butler, Washington, Warren, Franklin, Miller, Morgan, and Moniteau. Counties having the lowest rates per capita were primarily agricultural counties with little industrialization and outside effective commuting range from any major employment center. Counties with particularly low rates include Atchison, Nodaway, Worth, Putnam, Scotland, Knox, Clark, Lewis and Barton.

Since unemployment compensation is paid to persons who have been in the nonfarm labor force it supplies one measure of the extent to which at least temporary unemployment is a problem in a county. It is instructive for that reason to note that most of the counties having the largest increases between 1972 and 1977 were rural counties. The largest increases in payments occurred in Morgan, Moniteau, Miller, Cedar, Stone, Wright, Texas, Wayne, Butler, Stoddard, Pemiscot, Mississippi, Scott, Washington, Warren and Macon counties.

While it is still too early to anticipate all the effects of the current recession on rural communities around the state, the figures on the per capita distribution of unemployment compensation show that rural areas are being hard hit. What impact this can likely have on the potential for community education is speculative, however as informal adult community education programs are part of a more generalized collective effort and community well being, we cannot help but anticipate a decline in community activity in those areas hardest hit with unemployment as the recession wears on through its course.



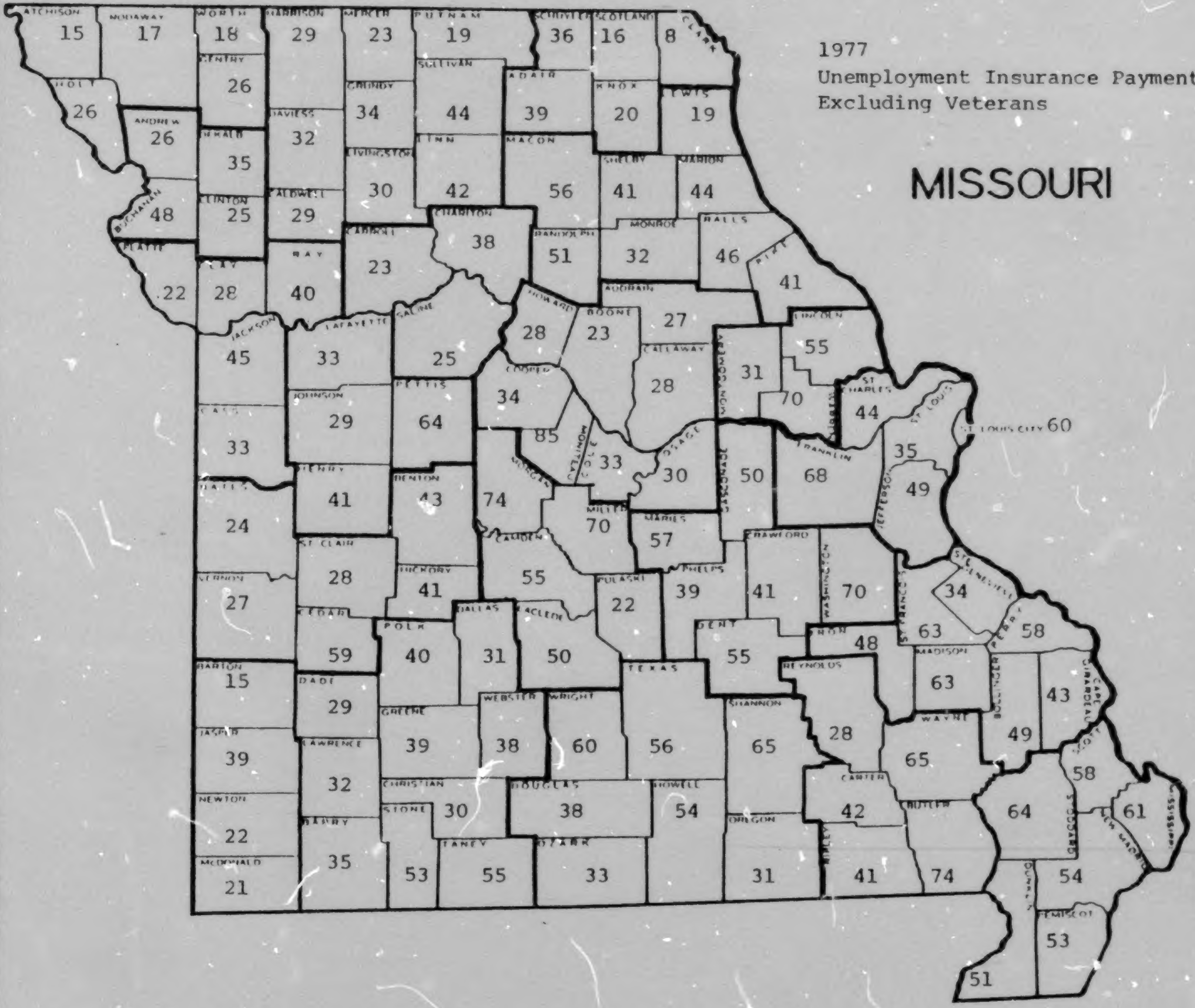
1972
Unemployment Insurance Payments
Excl. Veterans

MISSOURI

ATCHISON 10
NODAWAY 8
WORTH 10
HARRISON 11
MERCER 9
PUTNAM 5
SCHUYLER 13
SCOTLAND 4
CLARK 6
HOLT 6
GENTRY 7
GRUNDY 15
SULLIVAN 11
ADAIR 12
KNOX 4
LEWIS 6
ANDREW 14
DEKALB 6
DAVIESS 15
LIVINGSTON 18
LINN 12
MACON 10
SHELBY 12
MARION 25
BUCHANAN 24
CLINTON 9
CALDWELL 10
CHARITON 13
RANDOLPH 18
MONROE 3
RALLS 21
PLATTE 14
CLAY 8
RAY 20
CARROLL 13
PIKE 17
AUDRAIN 17
JACKSON 24
LAFAYETTE 37
SALINE 14
HOWARD 6
BOONE 6
LINCOLN 16
CALLAWAY 5
MONTGOMERY 10
WARREN 12
ST CHARLES 24
COOPER 12
JOHNSON 6
PETTIS 24
MONITEAU 29
COLE 26
OSAGE 16
GASCONADE 37
FRANKLIN 32
ST LOUIS 18
ST LOUIS CITY 34
JEFFERSON 18
CASS 13
HENRY 18
BENTON 12
MORGAN 17
MILLER 29
MARIES 24
BATES 9
ST CLAIR 8
HICKORY 9
CAMDEN 19
PULASKI 4
PHELPS 26
CRAWFORD 18
WASHINGTON 22
STE GENEVIEVE 10
ST FRANCOIS 36
PERRY 20
VERNON 22
CEDAR 16
POLK 10
DALLAS 12
LACLEDE 25
DENT 27
IRON 28
MADISON 34
BOLLINGER 15
CAPE GIRARDEAU 32
BARTON 6
DADE 11
GREENE 16
WEBSTER 8
WRIGHT 20
TEXAS 15
SHANNON 31
REYNOLDS 12
WAYNE 35
SCOTT 14
JASPER 16
LAWRENCE 4
CHRISTIAN 10
DOUGLAS 20
HOWELL 22
CARTER 19
STODDARD 15
MISSISSIPPI 18
NEWTON 6
BARRY 19
STONE 11
TANEY 26
OZARK 9
OREGON 15
RIPLEY 15
BUTLER 32
NEW MADRID 15
DUNKLIN 15
PEMISCOT 12

1977
Unemployment Insurance Payments
Excluding Veterans

MISSOURI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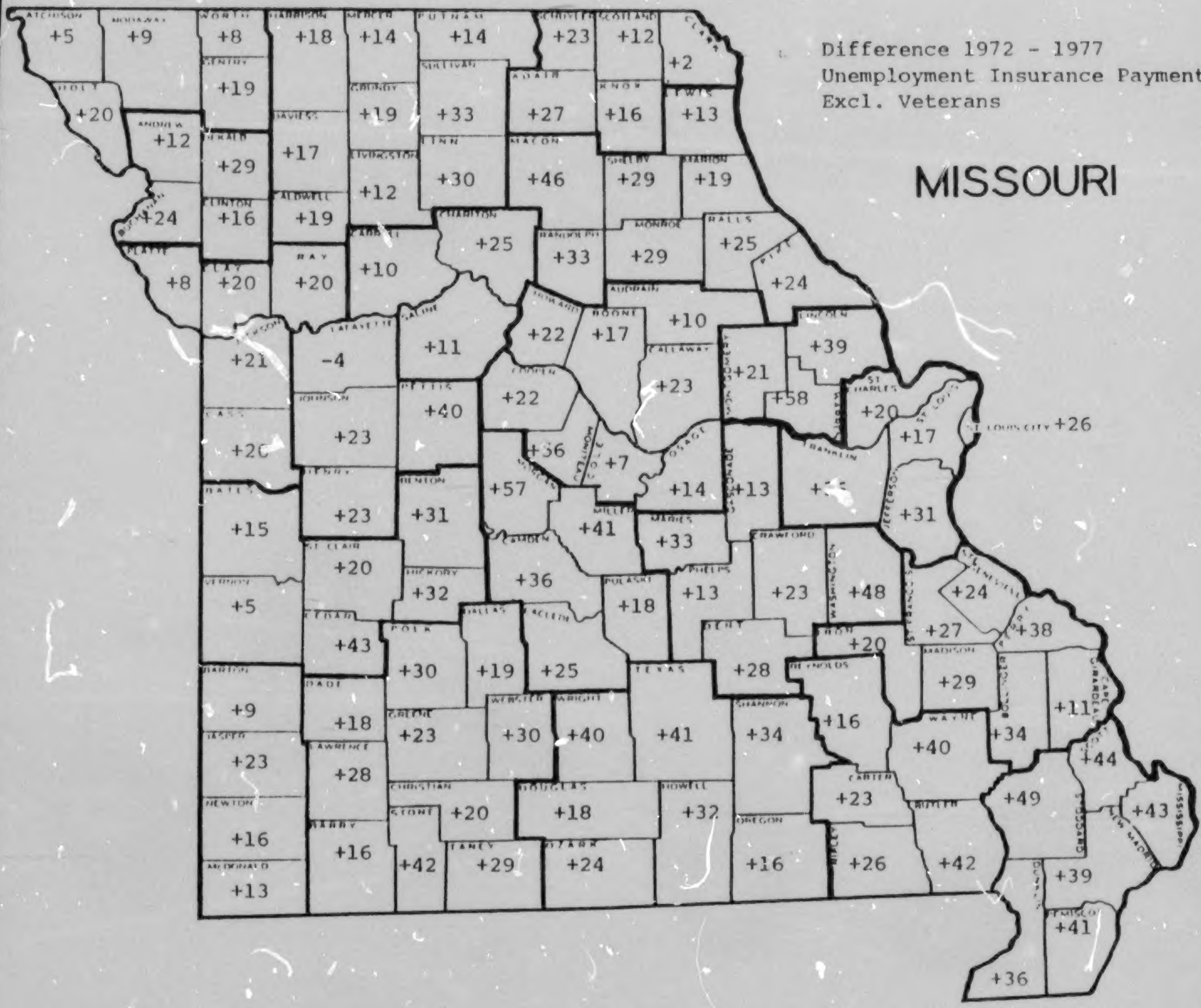
HARRISON 29
MERCER 23
PUTNAM 19
SCHUYLER 36
SCOTLAND 16
CLARK 8
HOLT 26
ANDREW 26
GENTRY 26
DAVIESS 32
GRUNDY 34
SULLIVAN 44
ADAIR 39
KNOX 20
LEWIS 19
BUCHANAN 48
DEKALB 35
CLINTON 25
CALDWELL 29
LIVINGSTON 30
LINN 42
MACON 56
SHELBY 41
MARION 44
PLATTE .22
CLAY 28
RAY 40
CARROLL 23
CHARITON 38
RANDOLPH 51
MONROE 32
RALLS 46
PIKE 41
JACKSON 45
LAFAYETTE 33
SALINE 25
HOWARD 28
BOONE 23
AUDRAIN 27
MONTGOMERY 31
LINCOLN 55
WARREN 70
CALLAWAY 28
ST CHARLES 44
ST LOUIS 35
ST LOUIS CITY 60
CASS 33
JOHNSON 29
PETTIS 64
COOPER 34
85
MONITEAU
COLE 33
OSAGE 30
GASCONADE 50
FRANKLIN 68
JEFFERSON 49
BATES 24
HENRY 41
BENTON 43
MORGAN 74
MILLER 70
MARIES 57
VERNON 27
ST CLAIR 28
HICKORY 41
CAMDEN 55
PULASKI 22
PHELPS 39
CRAWFORD 41
WASHINGTON 70
ST FRANCOIS 63
STE GENEVIEVE 34
PERRY 58
CEDAR 59
POLK 40
DALLAS 31
LACLEDE 50
DENT 55
IRON 48
MADISON 63
BOLLINGER 49
CAPE GIRARDEAU 43
BARTON 15
DADE 29
GREENE 39
WEBSTER 38
WRIGHT 60
TEXAS 56
SHANNON 65
REYNOLDS 28
WAYNE 65
SCOTT 58
MISSISSIPPI 61
JASPER 39
LAWRENCE 32
CHRISTIAN 30
DOUGLAS 38
HOWELL 54
CARTER 42
STODDARD 64
NEW MADRID 54
NEWTON 22
STONE 53
TANEY 55
OZARK 33
OREGON 31
RIPLEY 41
BUTLER 74
DUNKLIN 51
PEMISCOT 53
BARRY 35
McDONALD 21

Difference 1972 - 1977
Unemployment Insurance Payments
Excl. Veterans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PUTNAM +14
SCHUYLER +23
SCOTLAND +12
CLARK +2
GENTRY +19
HOLT +20
ANDREW +12
DEKALB +29
DAVIESS +17
GRUNDY +19
SULLIVAN +33
ADAIR +27
KNOX +16
LEWIS +13
LINN +30
MACON +46
SHELBY +29
MARION +19
BUCHANAN +24
CLINTON +16
CALDWELL +19
LIVINGSTON +12
CHARITON +25
RANDOLPH +33
MONROE +29
RALLS +25
PIKE +24
PLATTE +8
CLAY +20
RAY +20
CARROLL +10
AUDRAIN +10
HOWARD +22
BOONE +17
SALINE +11
JACKSON +21
LAFAYETTE -4
LINCOLN +39
MONTGOMERY +21
WARREN +58
CALLAWAY +23
COOPER +22
PETTIS +40
JOHNSON +23
CASS +20
ST CHARLES +20
ST LOUIS +17
ST LOUIS CITY +26
MONITEAU +36
COLE +7
OSAGE +14
GASCONADE +13
FRANKLIN
MORGAN +57
HENRY +23
BENTON +31
MILLER +41
MARIES +33
JEFFERSON +31
BATES +15
ST CLAIR +20
HICKORY +32
CAMDEN +36
PULASKI +18
PHELPS +13
CRAWFORD +23
WASHINGTON +48
STE GENEVIEVE +24
VERNON +5
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PERRY +38
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POLK +30
DALLAS +19
LACLEDE +25
DENT +28
IRON +20
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BARTON +9
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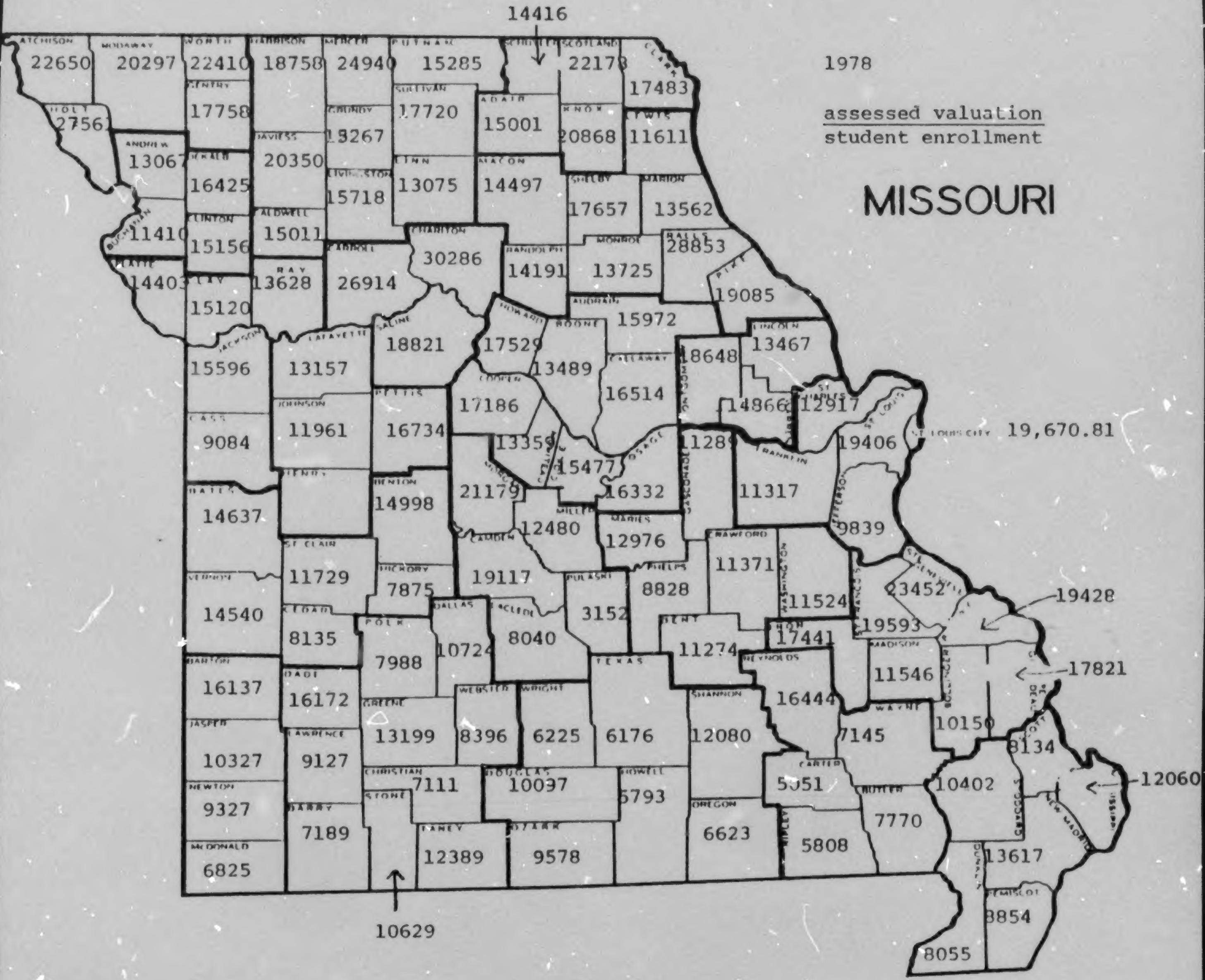
DADE +18
GREENE +23
WEBSTER +30
WRIGHT +40
SHANNON +34
WAYNE +40
JASPER +23
LAWRENCE +28
CARTER +23
SCOTT +44
STODDARD +49
MISSISSIPPI +43
NEWTON +16
CHRISTIAN +20
DOUGLAS +18
HOWELL +32
BARRY +16
STONE +42
TANEY +29
OZARK +24
OREGON +16
RIPLEY +26
BUTLER +42
NEW MADRID +39
MCDONALD +13
PEMISCOT +41
DUNKLIN +36

Assessed valuation/student

There is a rather wide range of assessed property valuation per student among the counties in the state. Generally speaking, the highest valuations per student are found among the more predominantly agricultural counties in northern Missouri while the lowest are found across the southern 1/3 of the state. Generally the lower property valuations correspond with the counties having the lowest per capita income. Although it is well known that there are variations in assessment standards between counties and that assessments are never up-to-date the information on assessed valuation corresponds generally with some other information included in this report. For example Iron and Reynolds counties have assessments per student which are well above the average for that region but most probably associated with the mining industry expansion in those two counties. Similarly New Madrid county stands well above its neighboring counties in the Bootheel probably because of the Noranda and power plants as well as other river front developments. Further examples may be seen in the case of Taney, Stone, Morgan and Camden counties which have experienced recreation and retirement expansion in recent years.

1978
assessed valuation
student enrollment
MISSOURI
14416
ATCHISON 22650
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WORTH 22410
HARRISON 18758
MERCER 24940
PUTNAM 15285
SCHUYLER
SCOTLAND 22178
CLARK 17483
HOLT 27561
GENTRY 17758
SULLIVAN 17720
ADAIR 15001
KNOX 20868
LEWIS 11611
ANDREW 13067
GRUNDY 13267
DAVIESS 20350
DEKALB 16425
LINN 13075
MACON 14497
SHELBY 17657
MARION 13562
BUCHANAN 11410
CLINTON 15156
CALDWELL 15011
LIVINGSTON 15718
CHARITON 30286
RALLS 28853
PLATTE 14403
CLAY 15120
RAY 13628
CARROLL 26914
RANDOLPH 14191
MONROE 13725
PIKE 19085
AUDRAIN 15972
JACKSON 15596
LAFAYETTE 13157
SALINE 18821
HOWARD 17529
BOONE 13489
MONTGOMERY 18648
LINCOLN 13467
CALLAWAY 16514
COOPER 17186
WARREN 14866
ST CHARLES 12917
ST LOUIS 19406
ST LOUIS CITY 19,670.81
CASS 9084
JOHNSON 11961
PETTIS 16734
MONITEAU 13359
COLE 15477
OSAGE 16332
GASCONADE 11289
FRANKLIN 11317
HENRY
BATES 14637
BENTON 14998
MORGAN 21179
MILLER 12480
MARIES 12976
JEFFERSON 9839
ST CLAIR 11729
CAMDEN 19117
CRAWFORD 11371
WASHINGTON 11524
STE GENEVIEVE 23452
19428
VERNON 14540
HICKORY 7875
PULASKI 3152
PHELPS 8828
ST FRANCOIS 19593
CEDAR 8135
POLK 7988
DALLAS 10724
LACLEDE 8040
DENT 11274
IRON 17441
MADISON 11546
17821
BARTON 16137
DADE 16172
TEXAS
REYNOLDS 16444
BOLLINGER 10150
JASPER 10327
LAWRENCE 9127
GREENE 13199
WEBSTER 8396
WRIGHT 6225
6176
SHANNON 12080
WAYNE 7145
SCOTT 8134
CHRISTIAN 7111
DOUGLAS 10097
HOWELL 5793
CARTER 5051
STODDARD 10402
12060
NEWTON 9327
BARRY 7189
STONE
TANEY 12389
OZARK 9578
OREGON 6623
RIPLEY 5808
BUTLER 7770
NEW MADRID 13617
MISSISSIPPI
McDONALD 6825
10629
DUNKLIN
PEMISCOT 8854
8055

Infant mortality

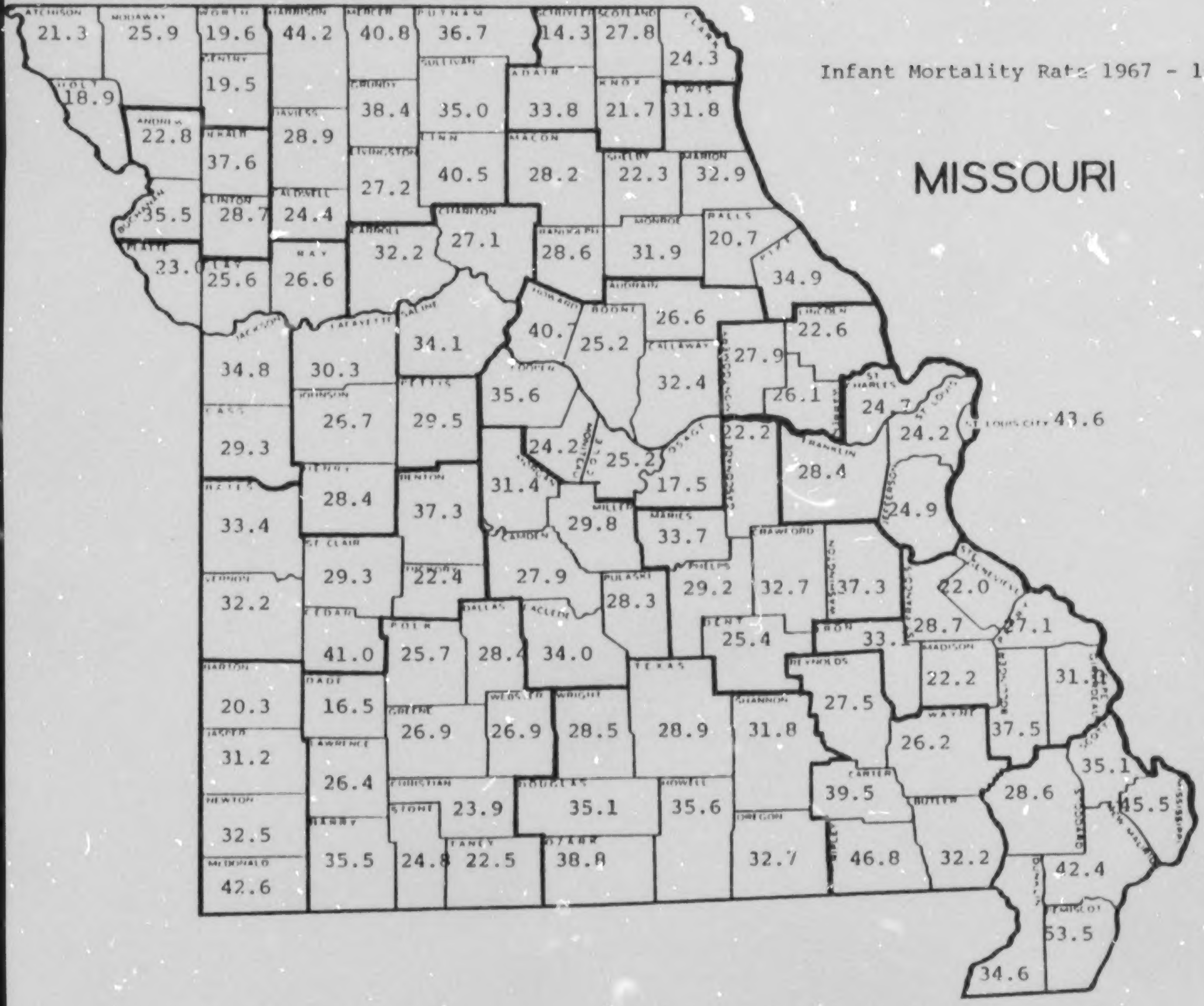
Infant mortality is included among the measures in this report because it is highly associated with lower socio-economic status and with a lack of nutrition and adequate health care. In a study reported by the Missouri Center for Health Statistics the rate of infant mortality for a county was found to be highly associated with poverty rate, a lack of adequate prenatal care, with mother's age under 18, with low educational level of the mother and with percent of non-white births. In general infant mortality rates have generally been found to be highly associated with a set of factors that are coincidantal with poverty.

The following map shows the rate of infant mortality by county for the period from 1967 - 1976. Counties having the highest rates include a block of six counties in northwest Missouri, another block of counties in the bootheel, and most of the southern tier of counties. There are some additional high rate counties scattered throughout the state. Both St. Louis City and Kansas City have high rates.

These data are fairly valid indicators of the general quality of life in an area, with high rates of infant mortality being associated with poverty and lack of quality of life. Where these rates are high, one can anticipate meeting with a culture of poverty, as described by anthropologists, and can anticipate little enthusiasm for educational programs, if experience holds true to form.

Infant Mortality Rate 1967 - 1976

MISSOURI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NODAWAY 25.9
WORTH 19.6
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MERCER 40.8
PUTNAM 36.7
SCHUYLER 14.3
SCOTLAND 27.8
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CHARITON 27.1
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RANDOLPH 28.6
MONROE 31.9
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PLATTE 23.0
CLAY 25.6
RAY 26.6
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AUDRAIN 26.6
HOWARD 40.7
BOONE 25.2
SALINE 34.1
LAFAYETTE 30.3
JACKSON 34.8
LINCOLN 22.6
MONTGOMERY 27.9
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CALLAWAY 32.4
COOPER 35.6
ST CHARLES 24.7
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ST LOUIS CITY 43.6
JOHNSON 26.7
PETTIS 29.5
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OSAGE 17.5
GASCONADE 22.2
FRANKLIN 28.4
MORGAN 31.4
HENRY 28.4
BENTON 37.3
BATES 33.4
MILLER 29.8
MARIES 33.7
JEFFERSON 24.9
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PULASKI 28.3
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CRAWFORD 32.7
WASHINGTON 37.3
ST FRANCOIS 28.7
STE GENEVIEVE 22.0
PERRY 27.1
CEDAR 41.0
POLK 25.7
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BARTON 20.3
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TEXAS 28.9
REYNOLDS 27.5
BOLLINGER 37.5
GREENE 26.9
WEBSTER 26.9
WRIGHT 28.5
SHANNON 31.8
WAYNE 26.2
JASPER 31.2
LAWRENCE 26.4
SCOTT 35.1
CHRISTIAN 23.9
DOUGLAS 35.1
HOWELL 35.6
CARTER 39.5
STODDARD 28.6
MISSISSIPPI 45.5
NEWTON 32.5
RIPLEY 46.8
BUTLER 32.2
NEW MADRID 42.4
MCDONALD 42.6
BARRY 35.5
STONE 24.8
TANEY 22.5
OZARK 38.8
OREGON 32.7
DUNKLIN 34.6
PEMISCOT 53.5

Total non-agricultural employment

The following table shows the per capita extent of non-agricultural employment by county for 1972 and 1978. The top number on the map is the ratio for 1972 and the bottom number for each county is the ratio for 1978. This map is potentially useful not only in providing some insight concerning extent of employment but also location of employment. It is a contrived index however and some care should be exercised in interpreting it. To aid in interpreting the map it might be useful to point out that in 1972 36 percent of the state's population was employed in the non-agricultural sectors. By 1978 this had risen to 40 percent of the state's population.

It is important to point out also that jobs are counted on the basis of where the person works and not where they live. Consequently for Hickory county with a ratio of only .10 for 1978 that does not mean that only 10 percent of the population was employed. It more likely means that a significant percentage of employed Hickory county resident were working outside the county.

With that perspective in mind it is probably useful to evaluate the attached map in terms of counties that have a ratio well above the state average. Such high ratios would be indicative, among other things, of counties that apparently are attracting significant labor force from outside the county. The highest ratio in the state is for the Kansas City metropolitan area. Furthermore the Kansas City metropolitan area had one of the largest increases in its ratio during the five year period we are using for comparison. It may also be observed that virtually all counties surrounding the Kansas City metro area have relatively low rates of employment per capita probably indicative of extensive commuting to Kansas City to work. A similar effect may be observed with regard to the St. Louis metropolitan area as well as Springfield.

Outstate counties having a ratio of employment to population above the state average include Cape Girardeau, Iron, Cole, Boone and Adair.

Two counties experienced rather sizable increases in their ratio during the five year period. The largest increase was in Callaway county most probably because of the construction of the Union Electric plant, and Iron county most probably because of expansion in mining in that county.

In addition to those two there were a number of other rural counties which had relatively sizable increases. These include Nodaway, Putnam, Grundy, Scotland, Linn, Gentry, Randolph, Saline, Ste. Genevieve, Henry, Vernon, Dallas, Wright, Carter, Reynolds, Miller, Monroe, Scott and New Madrid counties. In some cases such as New Madrid it is possible to pinpoint certain major expansions such as the location of the Noranda plant which contributed to the increase. In other counties there seem to be a variety of contributing factors.

There were also a number of counties which experienced a decline in the ratio between 1972 and 1978. These include McDonald, Morgan, Moniteau, Warren, Washington, and Oregon. For the most part these counties are located within commuting distance of counties that experienced significant increases leading to speculation that at least a part of the decline in the ratio might be attributable to increased commuting from the declining county during the period in question.

These data tells us something about the extent to which a labor force is employed in the county of residence as opposed to high levels of commuting out of county to work. It is commonly speculated by sociologists that in counties with very high rates of out commuting for employment, those people will identify less with and have less time for such community activities as informal adult community education. Consequently, examining this data should give some suggestions for more opportune locations for community education efforts.

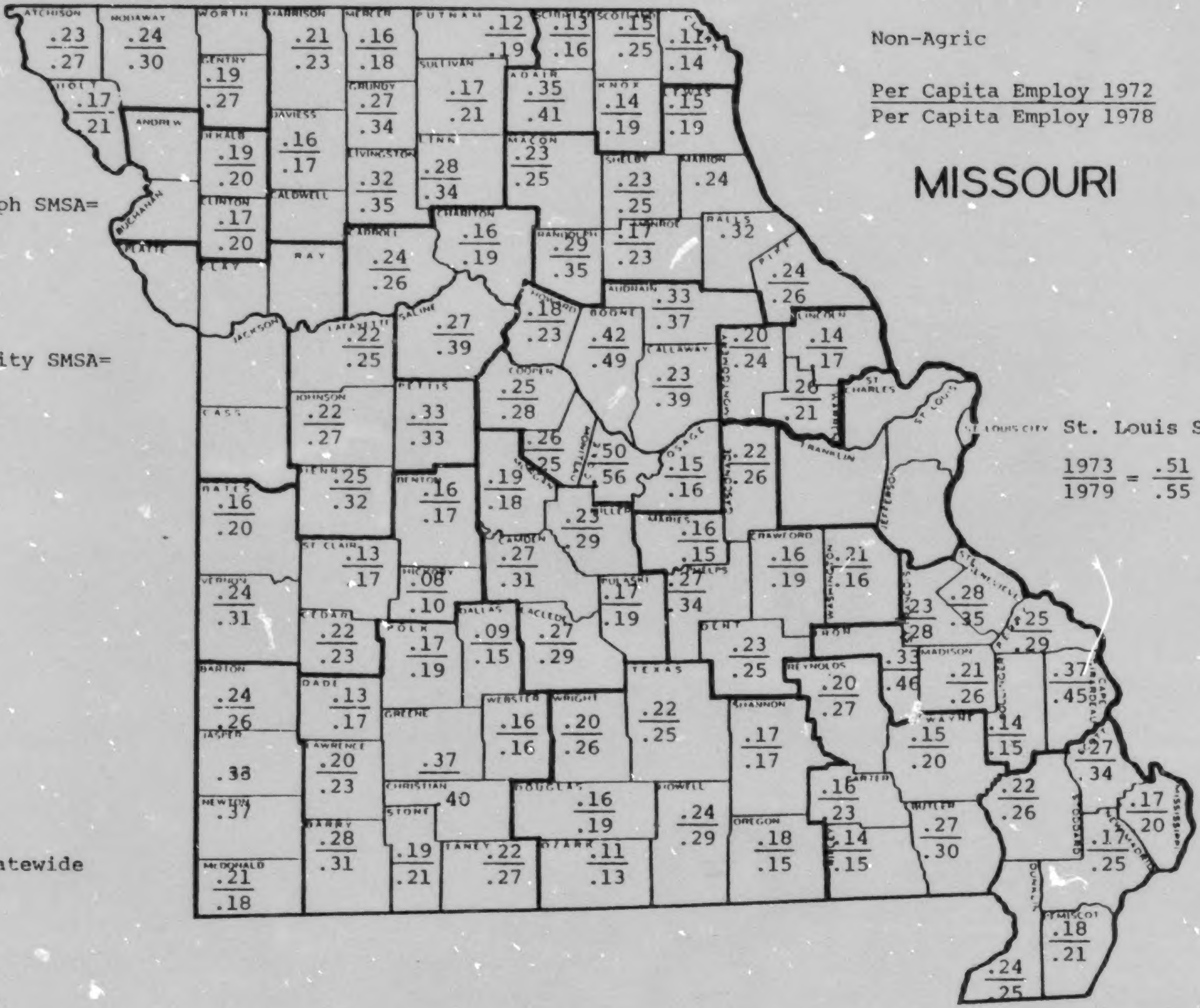
Non-Agric

Per Capita Employ 1972
Per Capita Employ 1978

MISSOURI

St. Joseph SMSA= $\frac{.34}{.37}$

Kansas City SMSA= $\frac{.63}{.72}$



ATCHISON .23 .27
NODAWAY .24 .30
WORTH
HARRISON .21 .23
MERCER .16 .18
PUTNAM .12 .19
SCHUYLER .13 .16
SCOTLAND .15 .25
CLARK .11 .14
GENTRY .19 .27
SULLIVAN .17 .21
ADAIR .35 .41
KNOX .14 .19
LEWIS .15 .19
HOLT .17 .21
ANDREW
GRUNDY .27 .34
DAVIESS .16 .17
DEKALB .19 .20
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MACON .23 .25
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MARION .24
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CALDWELL
CLINTON .17 .20
BUCHANAN
PLATTE
CLAY
RAY
CARROLL .24 .26
CHARITON .16 .19
RANDOLPH .29 .35
MONROE .17 .23
RALLS .32
PIKE .24 .26
AUDRAIN .33 .37
JACKSON
LAFAYETTE .22 .25
SALINE .27 .39
HOWARD .18 .23
BOONE .42 .49
CALLAWAY .23 .39
MONTGOMERY .20 .24
LINCOLN .14 .17
WARREN .20 .21
ST CHARLES
ST LOUIS
ST LOUIS CITY
CASS
JOHNSON .22 .27
PETTIS .33 .33
COOPER .25 .28
MONITEAU .26 .25
COLE .50 .56
OSAGE .15 .16
GASCONADE .22 .26
FRANKLIN
JEFFERSON
BATES .16 .20
HENRY .25 .32
BENTON .16 .17
MORGAN .19 .18
MILLER .23 .29
MARIES .16 .15
CRAWFORD .16 .19
WASHINGTON .21 .16
ST CLAIR .13 .17
HICKORY .08 .10
CAMDEN .27 .31
PULASKI .17 .19
PHELPS .27 .34
STE GENEVIEVE .28 .35
ST FRANCOIS .23 .28
PERRY .25 .29
VERNON .24 .31
CEDAR .22 .23
POLK .17 .19
DALLAS .09 .15
LACLEDE .27 .29
DENT .23 .25
IRON .33 .46
MADISON .21 .26
BARTON .24 .26
DADE .13 .17
TEXAS .22 .25
REYNOLDS .20 .27
BOLLINGER .14 .15
CAPE GIRARDEAU .37 .45
JASPER .38
GREENE .37
WEBSTER .16 .16
WRIGHT .20 .26
SHANNON .17 .17
WAYNE .15 .20
LAWRENCE .20 .23
CHRISTIAN .40
SCOTT .27 .34
NEWTON .37
DOUGLAS .16 .19
HOWELL .24 .29
CARTER .16 .23
STODDARD .22 .26
MISSISSIPPI .17 .20
BARRY .28 .31
STONE .19 .21
TANEY .22 .27
OZARK .11 .13
OREGON .18 .15
RIPLEY .14 .15
BUTLER .27 .30
NEW MADRID .17 .25
McDONALD .21 .18
DUNKLIN .24 .25
PEMISCOT .18 .21

St. Louis SMSA

$\frac{1973}{1979} = \frac{.51}{.55}$

$\frac{.36}{.40}$ = statewide

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Retail Sales Tax Collection

A useful measure of non-basic economic activity in a county is the amount of retail sales tax collected and how that changes over time. The attached tables show the amount of retail sales tax collected per person by county for 1972 and for 1978 and the extent to which it changed during that six year period. Both sets of data are based on a 3 percent tax rate. In 1972 the average per person collected across the state was $52; by 1978 this had more than doubled to $107 per capita.

The 1972 data indicate that the highest amount collected per capita was Jackson county (Kansas City), Jasper county (Joplin), Greene county (Springfield), Taney county (Branson - lake area), Camden county (Lake of the Ozarks), Cole county (Jefferson City), Pettis county (Sedalia), Boone county (Columbia), Marion county (Hannibal), St. Louis City, St. Louis county, Butler county (Poplar Bluff), Cape Girardeau, and Scott county (Sikeston). Generally these high rates of collection are indicative of income differentials on the part of the population but perhaps more importantly the extent to which the medium sized and larger cities are regional shopping centers drawing shoppers from surrounding rural counties. That kind of regional attraction is basic to the economy of the county with the regional center and contributes to economic expansion in those counties.

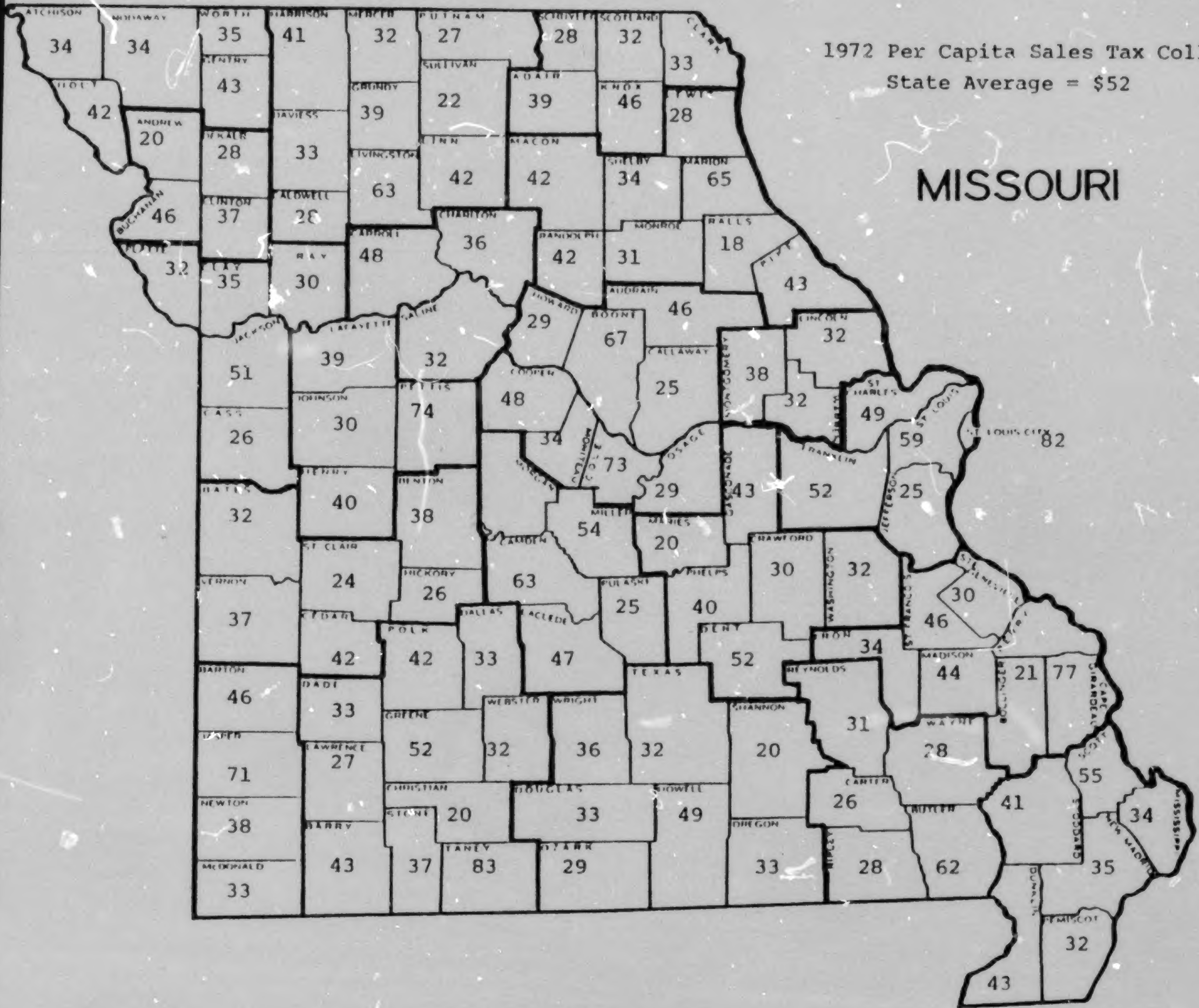
A very interesting change occurred between 1972 and 1978 as may be noted from the map on change. As noted above retail sales tax collections increased by about 106 percent between 1972 and 1978. What is interesting about the pattern of change is that many of the centers identified above - Columbia, Jefferson City, Joplin, Poplar Bluff, Springfield, St. Louis county, Cape Girardeau - all had increases which were about at the state average. However there were a number of counties which had increases significantly above the state average. A characteristic of most of those counties having a high percentage change is that they contain a town in the range of 8,000 to 15,000. This is the case for Adair county (Kirksville) which increased by 202 percent; Livingston county (Chillicothe) which increased by 146 percent; Linn county (Brookfield) which increased by 143 percent; Henry county (Clinton) which increased by 155 percent; Vernon county (Nevada) which increased by 149 percent; Laclede county (Lebanon) which increased by 144 percent; Howell county (West Plains) which increased by 149 percent; Phelps county (Rolla) which increased by 172 percent; Callaway county (Fulton) which increased by 158 percent; Randolph county (Moberly) which increased by 202 percent; Perry county (Perryville) which increased by 142 percent; and Scott county (Sikeston) which increased by 139 percent.

Another set of counties showing large percentage increase are those metropolitan fringe counties which were described as having extensive commuting to work in larger cities. This is the case for Clinton county (179 percent increase), Pike county (179 percent increase), Lincoln county (162 percent increase), Warren county (209 percent increase), Clay county (153 percent increase), St. Charles county (145 percent increase), Jefferson county (172 percent increase) and Ste. Genevieve county (138 percent increase).

In addition there were two counties which experienced an exceptionally high rate of increase which is most probably attributable to tourism and population growth. These are Camden county (226 percent - the highest in the state) and Taney county with an increase of 156 percent. Two other counties, Reynolds and Iron, had very high increases most probably attributable to increased mining activity in those counties during the 1970's.

It would be quite predictable that the metropolitan fringe counties would experience as much relative change as they did as well as the mining and tourism counties. It is perhaps somewhat less predictable to observe the rather dramatic increases in the counties having middle sized towns. One possible reason for such significant increases which occurred for that size town across the state is the recent emergence of more franchise businesses especially fast food, discount houses and motels. It may be observed that many of the towns in this category have, in recent years, added many such businesses.

Another effect of large increases in these smaller regional centers may be observed from the corresponding rates of change in surrounding counties. An illustration of this is Howell county (West Plains) where no surrounding county increased by more than 85 percent. A similar effect may be observed around each of the counties mentioned in this category.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CLARK 33
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SULLIVAN 22
GRUNDY 39
ADAIR 39
KNOX 46
LEWIS 28
ANDREW 20
DAVIESS 33
DEKALB 28
LIVINGSTON 63
LINN 42
MACON 42
SHELBY 34
MARION 65
BUCHANAN 46
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MONROE 31
RALLS 18
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CLAY 35
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CARROLL 48
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PIKE 43
AUDRAIN 46
HOWARD 29
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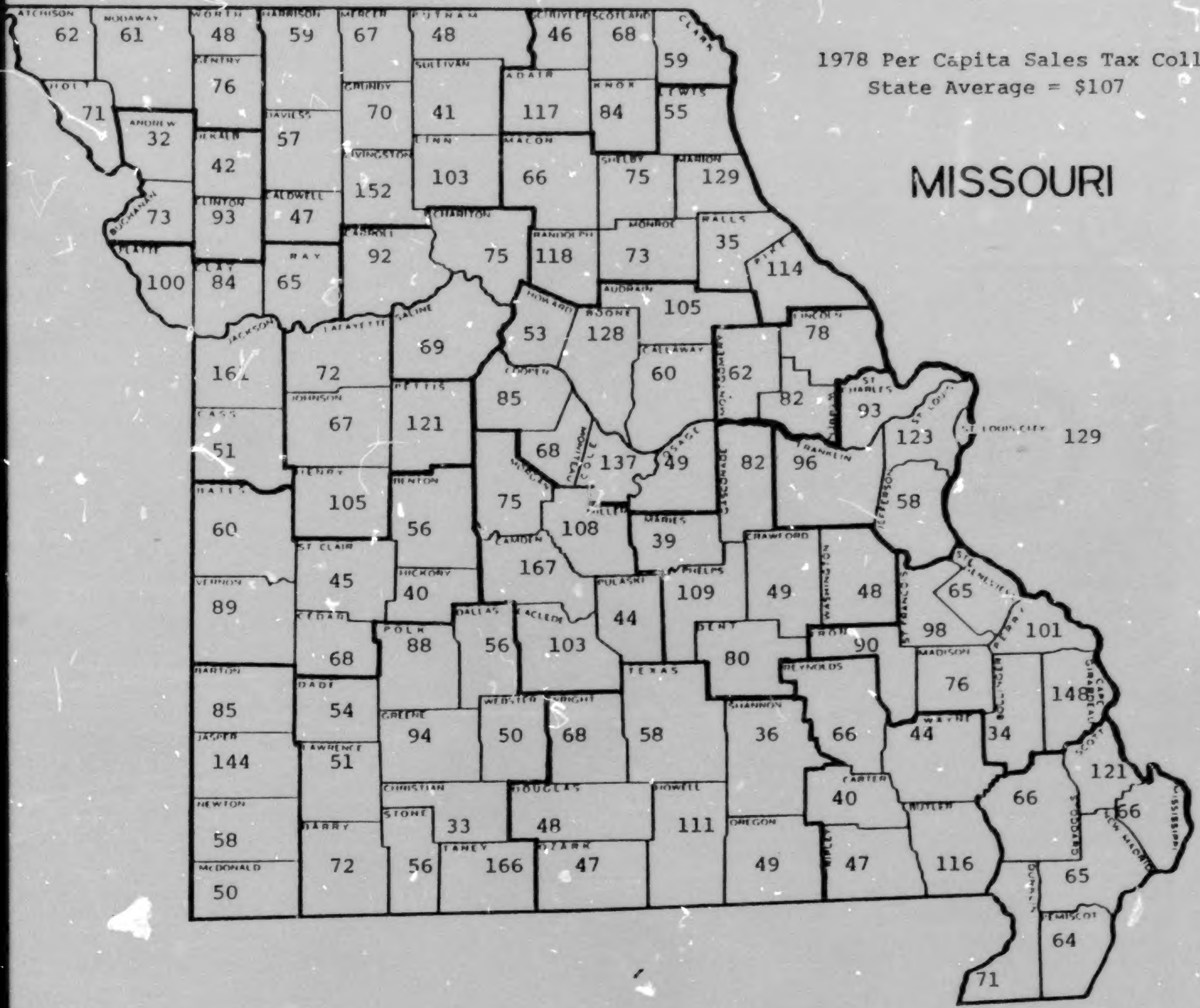
LINCOLN 32
JACKSON 51
LAFAYETTE 39
SALINE 32
CALLAWAY 25
MONTGOMERY 38
WARREN 32
ST. CHARLES 49
ST. LOUIS 59
ST. LOUIS CITY 82
CASS 26
JOHNSON 30
PETTIS 74
COOPER 48
MONITEAU 34
COLE 73
OSAGE 29
GASCONADE 43
FRANKLIN 52
JEFFERSON 25
MORGAN
BATES 32
HENRY 40
BENTON 38
MILLER 54
MARIES 20
ST. CLAIR 24
HICKORY 26
CAMDEN 63
PULASKI 25
PHELPS 40
CRAWFORD 30
WASHINGTON 32
STE. GENEVIEVE 30
ST. FRANCOIS 46
PERRY
VERNON 37
CEDAR 42
POLK 42
DALLAS 33
LACLEDE 47
DENT 52
IRON 34
MADISON 44
BOLLINGER 21
CAPE GIRARDEAU 77
BARTON 46
DADE 33
TEXAS 32
REYNOLDS 31
JASPER 71
LAWRENCE 27
GREENE 52
WEBSTER 32
WRIGHT 36
SHANNON 20
WAYNE 28
SCOTT 55
NEWTON 38
CHRISTIAN 20
DOUGLAS 33
HOWELL 49
CARTER 26
STODDARD 41
MISSISSIPPI 34
BARRY 43
STONE 37
TANEY 83
OZARK 29
OREGON 33
RIPLEY 28
BUTLER 62
NEW MADRID 35
McDONALD 33
PEMISCOT 32
DUNKLIN 43

1972 Per Capita Sales Tax Collections
State Average = $52

MISSOURI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WORTH 48
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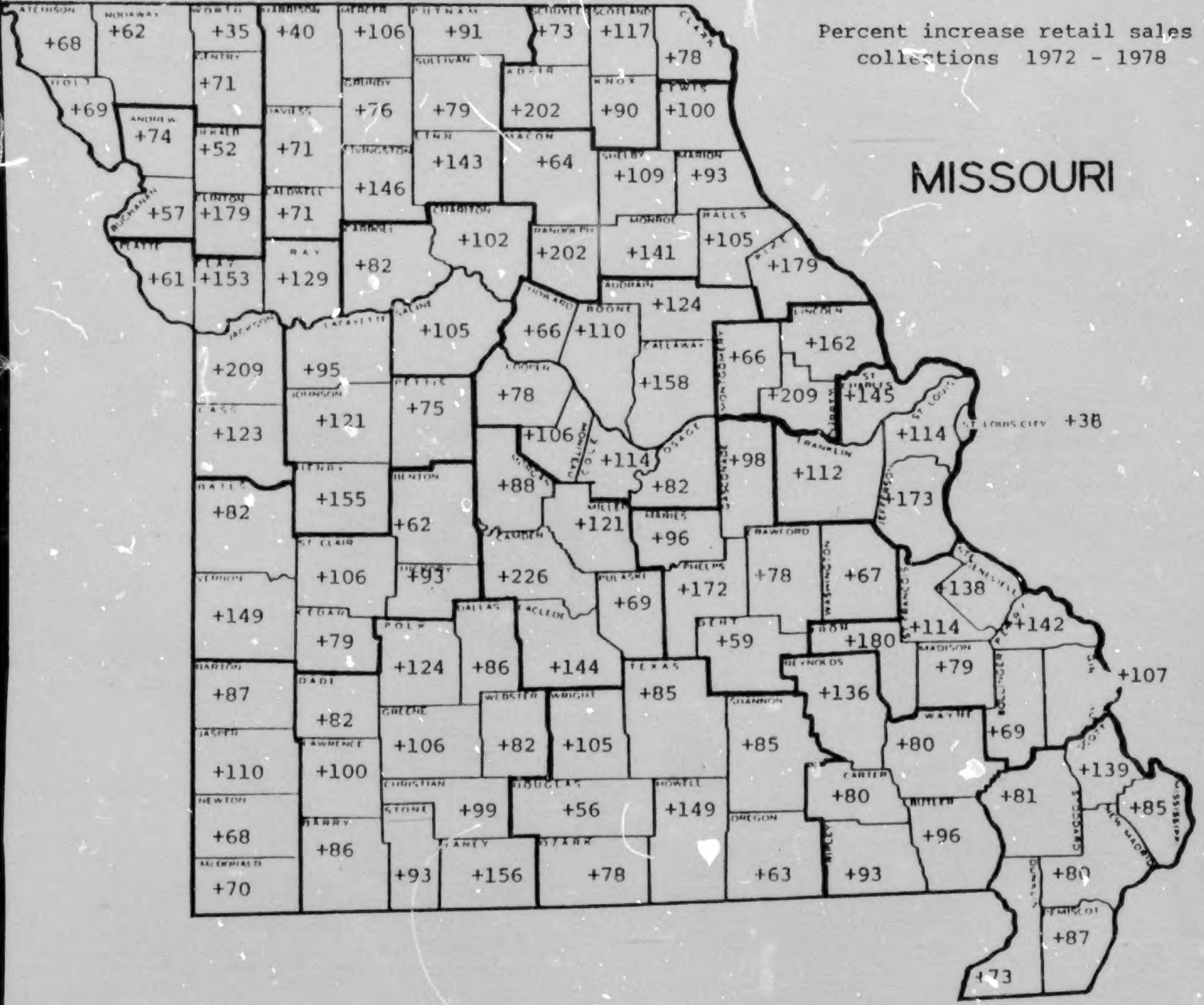
MERCER 67
PUTNAM 48
SCHUYLER 46
SCOTLAND 68
CLARK 59
HOLT 71
GENTRY 76
ANDREW 32
DEKALB 42
DAVIESS 57
GRUNDY 70
SULLIVAN 41
ADAIR 117
KNOX 84
LEWIS 55
BUCHANAN 73
CLINTON 93
CALDWELL 47
LIVINGSTON 152
LINN 103
MACON 66
SHELBY 75
MARION 129
PLATTE 100
CLAY 84
RAY 65
CARROLL 92
CHARITON 75
RANDOLPH 118
MONROE 73
RALLS 35
PIKE 114
HOWARD 53
BOONE 128
AUDRAIN 105
LINCOLN 78
JACKSON 161
LAFAYETTE 72
SALINE 69
COOPER 85
CALLAWAY 60
MONTGOMERY 62
WARREN 82
ST CHARLES 93
ST LOUIS 123
ST LOUIS CITY 129
JOHNSON 67
PETTIS 121
CASS 51
MONITEAU 68
COLE 137
OSAGE 49
GASCONADE 82
FRANKLIN 96
JEFFERSON 58
HENRY 105
BENTON 56
MORGAN 75
MILLER 108
MARIES 39
BATES 60
CAMDEN 167
ST CLAIR 45
HICKORY 40
PULASKI 44
PHELPS 109
CRAWFORD 49
WASHINGTON 48
ST FRANCOIS 98
STE GENEVIEVE 65
PERRY 101
VERNON 89
CEDAR 68
POLK 88
DALLAS 56
LACLEDE 103
DENT 80
IRON 90
MADISON 76
BARTON 85
DADE 54
TEXAS 58
REYNOLDS 66
BOLLINGER 34
CAPE GIRARDEAU 148
GREENE 94
WEBSTER 50
WRIGHT 68
SHANNON 36
WAYNE 44
JASPER 144
LAWRENCE 51
SCOTT 121
CHRISTIAN 33
DOUGLAS 48
HOWELL 111
CARTER 40
STODDARD 66
MISSISSIPPI 66
NEWTON 58
BARRY 72
STONE 56
TANEY 166
OZARK 47
OREGON 49
RIPLEY 47
BUTLER 116
NEW MADRID 65
MCDONALD 50
DUNKLIN 71
PEMISCOT 64

1978 Per Capita Sales Tax Collections
State Average = $107

MISSOURI

Percent increase retail sales tax collections 1972 - 1978

MISSOURI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PUTNAM +91
SCHUYLER +73
SCOTLAND +117
CLARK +78
GENTRY +71
SULLIVAN +79
GRUNDY +76
ADAIR +202
KNOX +90
LEWIS +100
HOLT +69
ANDREW +74
DEKALB +52
DAVIESS +71
LIVINGSTON +146
LINN +143
MACON +64
SHELBY +109
MARION +93
BUCHANAN +57
CLINTON +179
CALDWELL +71
CHARITON +102
RANDOLPH +202
MONROE +141
RALLS +105
PIKE +179
PLATTE +61
CLAY +153
RAY +129
CARROLL +82
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SALINE +105
HOWARD +66
BOONE +110
LINCOLN +162
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LAFAYETTE +95
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CALLAWAY +158
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WARREN +209
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PETTIS +75
ST LOUIS +114
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MILLER +121
MARIES +96
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HICKORY +93
CAMDEN +226
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CRAWFORD +78
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VERNON +149
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CEDAR +79
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CAPE GIRARDEAU +107
JASPER +110
LAWRENCE +100
GREENE +106
WEBSTER +82
WRIGHT +105
SHANNON +85
WAYNE +80
BOLLINGER +69
SCOTT +139
NEWTON +68
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DOUGLAS +56
HOWELL +149
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BUTLER +96
STODDARD +81
MISSISSIPPI +85
BARRY +86
STONE +93
TANEY +156
OZARK +78
OREGON +63
RIPLEY +93
NEW MADRID +80
McDONALD +70
PEMISCOT +87
DUNKLIN +73

Part Four

As we have understood this project from our initial involvement last fall, part of the purpose of the exercise from the point of view of the Fund For The Improvement of Post-Secondary Education was to evaluate and assess the viability of several different forms of institutional linkage for an informal adult community education program such as that advocated by University For Man. It was our understanding that this was the rationale for different types of "hosts" for the outreach program in each of the cooperating states. Of course, the departure of Tennessee from the program before it ever got started complicated that aspiration since Missouri chose not to proceed along the same lines as the other participating states.

Nonetheless, though in Missouri we did proceed in a different manner which did not include a direct exercise in program initiation or delivery, we still feel that our experience over the past year permits us to make a partial assessment of the compatability of the University For Man model of informal adult community education with an in-place institutionalized bureaucracy such as University extension; of which the Office of Rural Development is affiliated. Again, these comments and observations are offered with the appropriate caveat, since we have only tangentially been involved with the delivery of the model.

Our observations are divided into three categories; those concerning the response of the host organization to such a program as that being diffused by University For Man, observations on the perceived needs of communities and their likely willingness to react to the model as part of a University extension program, and thirdly the response of University For Man staff to the requirements and restrictions likely to be imposed on an informal program which tries to accomplish delivery through the auspices of University extension.

First the possibilities of joining such a model to an already functioning bureaucracy, namely the extension service of the University. While these comments are necessarily based on our experience this year in Missouri, it is our belief that they have significant sociological generalizability.

There are several factors at work within higher educational institutions, both locally and nationwide, which cause us to conclude that the University For Man model does not stand a very good chance of being institutionally embraced by programs such as University extension. First, and perhaps foremost, is the current situation of declining enrollments (or at least the perception that decline is inevitable), decreasing budgets, inflation, increasing scrutiny on the part of legislators who control funding of public Universities, and what we describe as a trend in administrative style in institutions of higher education; all of which when seen as a complex whole spell out an atmosphere not very conducive to innovation and new programs which can be perceived as duplication of existing programs.

If one were to place oneself in the position of a campus administrator, the University For Man model might not hold much attraction at budget time for the following reasons. First, the extension service already has within its organizational structure a network of continuing education specialists, located in the field, whose job definition includes many of the objectives espoused by the University For Man model. This has actually been said by University administrators and is not a hypothetical response.

Secondly, in the state of Missouri, the extension service has a network of community development specialists in place who are qualified to carry out such organizational work as is described in the University For Man model, as needed on the basis of expressed need in local communities. This is also an actual response from University administration.

Thirdly, the type of organizational and educational activities described in the University For Man model involve some important but subtle departures from the norms of cooperative extension work. Consequently it is possible for old pros in extension to interpret the UFM model as no different from what they have always been doing. Whether or not that is true is less important than the perception.

Additionally, the types of locally generated and maintained programs which are the outcome of the University For Man model could be perceived as being in direct competition with "for credit" educational programs already in place or possibly started by the University extension staff, area community colleges, and other state universities. This does not mean the total need for adult education is being met by such programs; it does mean however that perceived competition may be an impediment to existing institutions encouraging the UFM concept.

There are some additional subjective features of the situation which lead us to believe that the University For Man program might not be embraced by existing higher education institutions. First, as was mentioned above, this is not a time when innovation and new programs are receiving a favorable hearing in higher education. Administrators, with shrinking budgets are often confronted by the need to cut programs rather than starting new ones.

Perhaps more importantly from a subjective point of view is an inherent cautionness regarding the type and content of educational programs which public education institutions are willing to either implicitly or explicitly endorse. Who is doing the teaching? Is there any professional control of credentials, etc. Classes which are non-academic might be offered , e.g. belly dancing or accupuncture, and there would be some apprehension about having such courses even indirectly linked with the University. The process of appropriation for higher education is a political process and consequently administrators are typically concerned with image management.

Consequently for a variety of complex economic, administrative, and social psychological reasons, we see some major impediments to such as the University For Man being enthusiastically adopted by public institutions of higher education.

A second set of issues is the response from communities to such a program. Our conclusion is that there are many communities who will be receptive to such a program, and that their positive or negative response will more likely be a factor of the organizational and interpersonal expertise and style of the organizer, than a consequence of institutional affiliation. We can see no indication that the University For Man program would benefit greatly from institutional sponsorship from a public college or university; but neither do we think that community response would be adversely impacted by the program being associated with such an institution. We think those considerations are situationally specific, based on previously created good or ill will which exists between community leaders and the public college or university.

Given some of the above considerations we feel that the informality and locality relevance of the UFM program might best be achieved through purely local initiative or with the assistance of outside agencies and organizations who view self-help as a major part of their agenda. We think various church denominations might be good prospects for encouraging the concept and providing some organizational assistance to individual communities; we also feel that some smaller private colleges might perceive the UFM concept as a means of establishing a closer relationship with the community in which they are located and also as a means of providing some appropriate training (organizational) for some of their students. In our judgment we also feel that the various area and regional aging organizations might also be strong candidates for advocating and assisting with implementation of community-based informal adult education.

Based on our interaction with the program during the past year it is our judgment that there are some major conceptual features of the UFM model which need to be emphasized. We are less convinced at this time that there is a standardized set of procedures that necessarily accompany those concepts. As more experience accumulates with the concept of community based informal adult education it is our recommendation that attention needs to be directed to determining the variety of organizational methods and procedures that communities use to establish and maintain such a program. We feel that while there are some key concepts which define the approach that there should be room for individual community adaptions in implementation.

We make no attempt here to define the full conceptual basis of the UFM model but we do feel that two of the key concepts include: (1) individual community needs assessment - what is the community interested in? What courses not presently offered by existing agencies and organizations would contribute to community well-being? There are a variety of methods for needs assessment ranging from the opinions of a committee to a highly formalized community survey. We expect that different communities would choose different methods of determining what their needs are. (2) community volunteer instructional staff - essential to the UFM concept is the community providing the educational program for itself. Again however there are a variety of techniques for determining availability of staff, how they are recruited, whether any training is provided for instructional staff, etc.

Consequently in our judgment the concept of community based informal adult education will diffuse most rapidly if there is a solid understanding of how that concept differs from existing adult education programs and if the interested communities participate in choosing the methods they will employ in implementing the program. We feel that the community's efforts will be enhanced with external institutional assistance and encouragement, but we do not feel that assistance to be an absolutely essential condition for success.

Conclusion

During the 1980's there shall likely be plenty of opportunities in rural areas for informal adult community education to bloom. Given a Philosphy oriented toward maximization of local resources and local talent, and a deemphasis on the role of the outside expert community education programs should fare well.

Our analysis of changes that have occurred in Missouri during the past decade, as well as over all economic and cultural trends, suggest to us that a movement toward decentralization of services and increasing attention to the human impact of overly bureaucratized institutions, will likely create a social and political atmosphere in which people in small communities all over the state will begin looking closer to home for resources and answers to problems as they define them.

In almost every recent study we know of, people express a decided preference for what they perceive to be the advantages of a rural lifestyle. It seems the same motives which largely motivated the migration to suburbia has often been the impetus for the move to the "country".

Despite the increasingly high cost of energy, and its potential scarcity, we do not think there is any empirical indication at the moment that the rural migration patterns are going to be reversed. Some people have argued that the rural rennaisaince is over and that energy will chase people back to the metropolitan areas. We do not think that is a valid assumption at this time. That argument presumes that the basic underlying rationale for rural population growth has been economic, and that economic rationality will be the criterion people will employ in deciding whether to move to a rural area or whether to stay there. Our experience in the field, as well as attitudinal data collected through community surveys indicate that most people have moved to, and will probably stay in rural areas for non-economic reasons; such as a cleaner environment, a slower pace of daily living, safer place for kids and family, better recreational possibilities, more privacy, etc. Many express that moving closer to a metropolitan area is a last resort or a last alternative to dealing with the problems created by scarce and more expensive energy.

The whole complex of data lead us to believe that the growth areas in rural Missouri are not in danger of immediate depopulation. How long the areas will continue to grow is questionable, and no social scientist wants to get into the position of making "predictions" about socio-economic and demographic changes in the future.

We do feel, however, that the changes we have described in earlier parts of this report demonstrate that some rural areas of the state are healthy economically, and are very vibrant and active communities; and that these areas will certainly be good targets for those who wish to organize informal community education programs to serve as alternatives to the more structured institutional programs which are now offered in some rural areas.

We view informal adult community education as an excellent mechanism of community development, which can serve to both foster the intellectual growth of community members and additionally act as a catalyst for improved community understanding and cooperation. Undoubtedly, most rural communities in Missouri could benefit from some such program which fosters local ingenuity, cooperation, and utilization of local resources.

In sociological terms, we have been living in an age of experts, largely as a consequence of the overarching impact of industrialization and its concomitant specialization, i.e. professionalization. We have come to be socialized in such a way as to relegate to some specialist many of the details of daily living which we and our friends and neighbors are quite capable of resolving ourselves, perhaps in ways more beneficial to ourselves and the community.

The trend for many years in almost every institutional sphere of advanced industrial society has been centralization of authority, decision-making, and allocation of resources. Current events in our society lead us to belive that in the future more and more **people will be** looking for more decentralized, local **solutions to their problems**. For that reason, we are supportive of any social program which is oriented toward facilitating the development of decentralized policy making, and community control of community resources. We think that informal adult community education is such a program, and that it will continue to be a successful mechanism for community growth and development. We hope that the University For Man program will continue to serve as one of the alternative models for achieving those goals.

By Lynn Hampton Waggoner

School's Never Out

Elizabeth Richard wants to get into more academic classes in the program.

You think college is just for eighteen-year-olds?

Hundreds of sixty-year-olds around here disagree. They're taking courses like creative writing, bluegrass music, economics of aging, oral history (folklore), Newburg as a railroad town (Newburg is near here), rocks and minerals, the Victorian period, Gothic cathedrals, Missouri names and places and architecture, Spanish and Shakespeare.

"Life is a learning process," says Dr. Nicholas Knight, chairman of the UMR humanities department, who started UMR's programs for people over sixty, and who is a member of the National Council on Aging and president of ABLE, the local Association for Better Lifestyles for the Elderly. "Why not give that learning process a little formal guidance from the University?"

Seventy-five-year-old Margaret Lloyd of John Knox Village of the Ozarks, a retirement community near Rolla, says the UMR courses are "Food and drink to my soul and my mind."

Irma Lemon of John Knox, who has taken more UMR courses in this program than anyone (forty-seven

Ann Bruzewski reads a sketch she has written for Paul Johnson's creative writing class.

Maxine Brookshire listens.

Frank Vanwyk talks about an experience--a story idea.

Kay Vanwyk thinks it over.

It really got off the ground with Michael Patrick's *drama* and bluegrass music series, says Dr. Nicholas Knight.

lessons), calls them "refresher courses." "I read many books in my younger days. This brings it all back and adds some."

And, Elizabeth Richard, who got her bachelor's degree in zoology in 1938 from the University of Missouri-Columbia and went on to be in charge of the medical surgical floor at the Palomar Memorial Hospital, Escondido, California, is now into the program's beginning writing course. "I've read so many things that are kind of poor, I thought I could write as well," she says. "But it's hard. I go fishing around all over the place trying to find a word. Poetry? I'm an absolute blank." But she loves the challenge and wants to get into more academic courses offered by UMR.

UMR's program for the older student began in 1976 with Dr. Knight's lectures at a retirement home in Rolla. Then he thought of a noontime series on local artists, Mark Twain and George Caleb Bingham. "It really exploded with the bluegrass music series taught by Dr. Michael Patrick of the UMR English section," he says. From that, came a challenge from the National Council on Aging for the UMR humanities department and Rolla Senior Center to cooperate on being a model site (only fifty in the country) on programs for older adults. It worked. There are about 1,200 cities in the program now.

So successful were UMR's on-campus and community programs, that the campus then took its courses to nearby towns.

Barbara Clayton, who graduated from UMR exactly forty years after she graduated from high school, thought of and started the next facet of the program, the University of the Third Age, which takes a combination of subject courses to towns in a sixty-mile radius of Rolla, like Salem, Lebanon, St. James and Waynesville. Her programs get grants from the Missouri Division of Community Development and the Missouri Committee for the Humanities.

Then there is the cooperative program with the four campuses of the University of Missouri and Lincoln University under HEW. Dr. Patricia Patton, assistant professor of English, is campus coordinator and plans such programs as the Elderhostel, a live-in university for people over sixty who come to campus from all over the country, and runs seminars for senior companions and older adults.

There is input from Dr. Adrian Daane, UMR dean of graduate study, who is executive board chairman of the Older Missourian Program, and from the ABLE

Barbara Epstein (she's seated under the hanging plant) teaches one of the most popular classes around--Spanish, at John Knox Village of the Ozarks.

Col. and Mrs. Clarence Jump agree that this class is interesting.

Commission, and the Rolla Park Board, which has given the "Holloway House" for office and classroom space.

And this is just the beginning.

In the University of the Third Age, for instance, Barbara Clayton would like to see expansion of course content and places they are offered. She would like to take her classes to places like Branson and Eldon, areas with many retired residents. "We're trying to reach adults who want to read and relate their reading to what's happening today. We have something to offer people who want to expand their minds.

"We want to reach older adults both off campus and on. Most of our lectures, so far, are filled just with older adults, but, of course, they're welcome to take courses on campus with the more typical college-aged student. I did. I even got a letter in my freshman year (I was in my fifties) asking me to try out for cheerleader."

Authorities on courses for the older adult say that Rolla's programs are most creative. "Just as learning is a never-ending process," says Dr. Knight, "our program plans are just as unlimited as we can possibly make them."

Universities, Colleges, and Junior Colleges in Missouri

Avila College - Kansas City, Jackson County

Cardinal Glennon College - St. Louis, St. Louis

Central Methodist College - Fayette, Howard county

Central Missouri State University - Warrensburg, Johnson County

Columbia College - Columbia, Boone County

Cottey College- Nevada, Vernon

Crowder College -Neosho, Newton County

Culver-Stokton College - Canton, Lewis County

Drury College - Springfield, Greene County

East Central Junior College - Union, Franklin County

Evangel College - Springfield, Greene County

Fontbonne College - St. Louis, St. Louis

Hannibal-LaGrange College - Hannibal, Lewis County

Harris -Stowe State College - St. Louis, St. Louis

Jefferson College - Hillsboro, Jefferson County

Kemper Military Academy - Boonville, Cooper County

Lincoln University - Jefferson City, Cole County

Lindenwood College - St. Charles, St. Charles County

Maryville College - St. Louis, St. Louis

Kansas City Community College District (4 campuses) -Kansas City, Jackson County

Mineral Area College - Flat River, St. Francois County

Missouri Baptist College - St. Louis, St. Louis

Missouri Southern State College - Joplin, Jasper County

Missouri Valley College - Marshall, Saline County

Missouri Western State College - St. joseph, Platte County

Moberly Junior College - Moberly, Randolph County

N.E. Missouri State University - Kirksville, Adair County

N.W. Missouri State University - Maryville, Nodaway County

Horace-Mann Lab School - Maryville, Nodaway County

Park College - Parkville, Jackson County

Rockhurst College - Kansas City, Jackson County

St. Louis College of Pharmacy - St. Louis, St. Louis

St. Louis Community College District (3 campuses)- St. Louis, St. Louis

St. Louis University - St. Louis, St. Louis

St. Mary's College - Ofallon, St. Charles County

School of the Ozarks - Point Lookout, Tanet County

S.E. Missouri State University - Cape Girardeau, Cape Girardeau County

Southwest Baptist College - Bolivar, Polk County

S.W. Missouri Stae University - Springfield, Greene County

State Fair Community College - Sedalia, Pettis County

Stephans College- Columbia, Boone County

Tarkio College - Tarkio, Atchison County

Three Rivers Community College - Poplar Bluff, Butler County

Trenton Junior College - Trenton, Grundy County

University of Missouri-Columbia, Boone County

University of Missouri-Kansas City, Jackon County

University of Missouri-Rolla, Phelps County

University of Missouri-St. Louis, St. louis

Washington University, St Louis, St. Louis

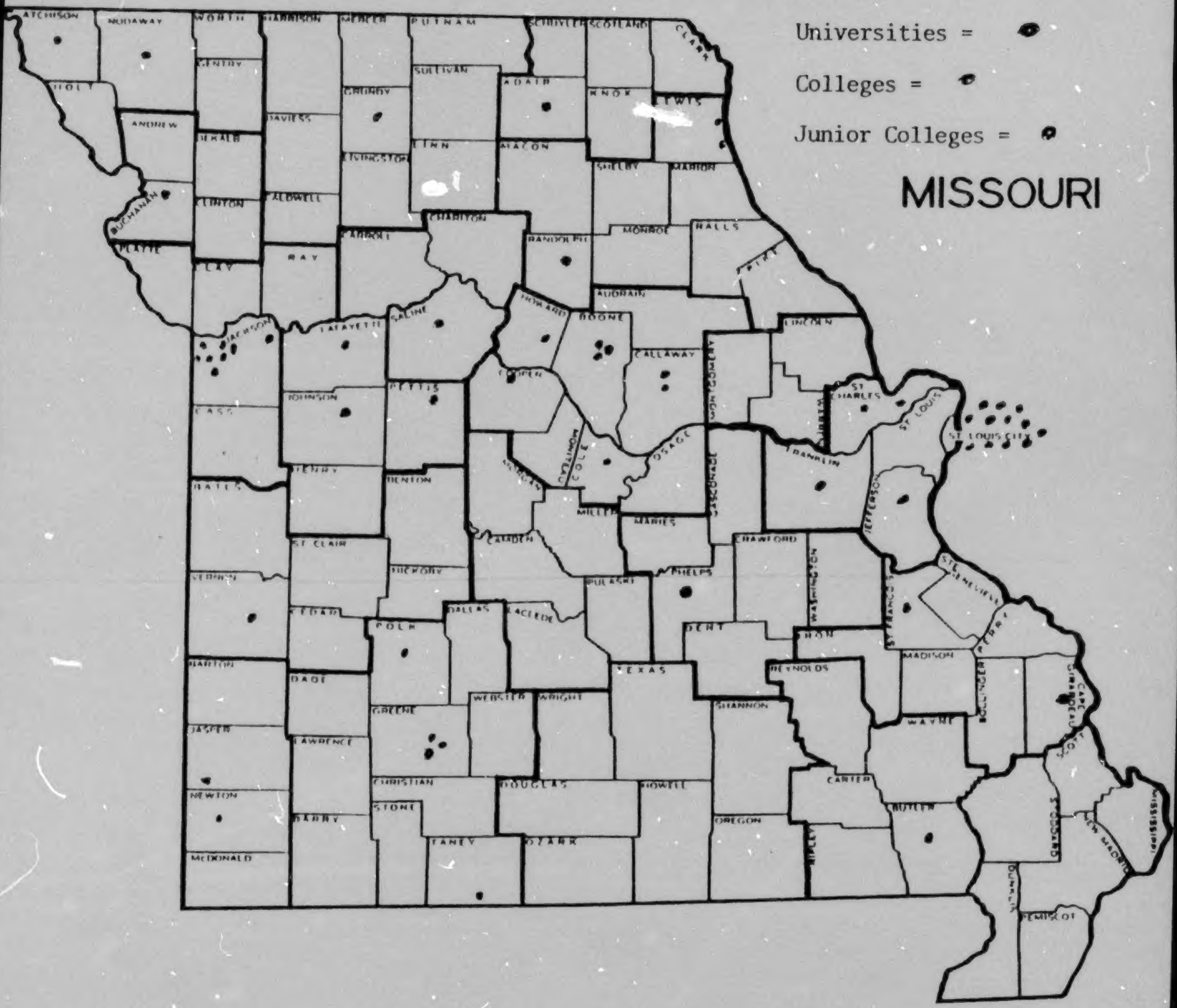
Webster College - Webster Groves, St Louis County

Wentworth Military Academy - Lexington, Lafayette County

Westminster College - Fulton, Callaway County

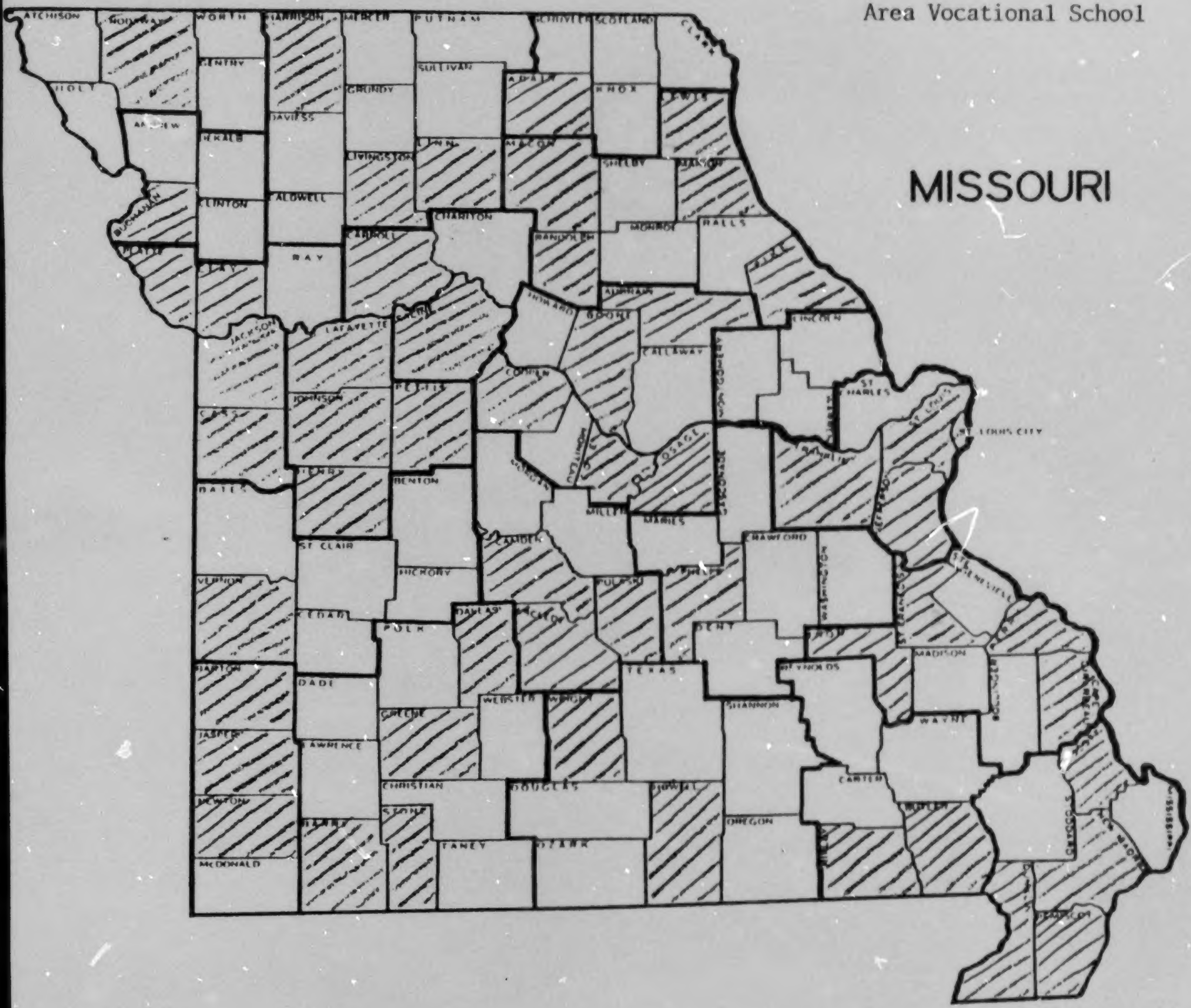
William Jewell College - Liberty, Jackson County

William Woods College - Fulton, Callaway County

Universities = ●
Colleges = ●
Junior Colleges = ●
MISSOURI
ATCHISON
NODAWAY
WORTH
HARRISON
MERCER
PUTNAM
SCHUYLER
SCOTLAND
CLARK
HOLT
GENTRY
SULLIVAN
ADAIR
KNOX
LEWIS
ANDREW
GRUNDY
DAVIESS
DEKALB
LIVINGSTON
LINN
MACON
SHELBY
MARION
BUCHANAN
CLINTON
CALDWELL
CHARITON
RANDOLPH
MONROE
RALLS
PLATTE
CARROLL
RAY
CLAY
PIKE
AUDRAIN
JACKSON
LAFAYETTE
SALINE
HOWARD
BOONE
LINCOLN
CALLAWAY
MONTGOMERY
COOPER
JOHNSON
PETTIS
ST CHARLES
ST LOUIS
ST LOUIS CITY
WARREN
CASS
MONITEAU
COLE
OSAGE
GASCONADE
FRANKLIN
HENRY
BENTON
MORGAN
BATES
MILLER
MARIES
JEFFERSON
ST CLAIR
CAMDEN
CRAWFORD
HICKORY
VERNON
PULASKI
PHELPS
WASHINGTON
STE GENEVIEVE
ST FRANCOIS
CEDAR
DALLAS
LACLEDE
DENT
IRON
PERRY
POLK
BARTON
TEXAS
REYNOLDS
MADISON
DADE
WEBSTER
WRIGHT
BOLLINGER
CAPE GIRARDEAU
GREENE
SHANNON
WAYNE
JASPER
LAWRENCE
SCOTT
CHRISTIAN
DOUGLAS
HOWELL
CARTER
NEWTON
STONE
BARRY
OREGON
BUTLER
STODDARD
MISSISSIPPI
NEW MADRID
RIPLEY
TANEY
OZARK
McDONALD
DUNKLIN
PEMISCOT

Missouri Counties having one or more

Area Vocational School


MISSOURI
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ADAIR
KNOX
LEWIS
ANDREW
DEKALB
DAVIESS
LINN
MACON
SHELBY
MARION
BUCHANAN
CLINTON
CALDWELL
LIVINGSTON
CHARITON
RANDOLPH
MONROE
RALLS
PLATTE
CLAY
RAY
CARROLL
PIKE
AUDRAIN
JACKSON
LAFAYETTE
SALINE
HOWARD
BOONE
CALLAWAY
LINCOLN
MONTGOMERY
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ST CHARLES
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APPENDIX E

Rural Community Education Report

Community Orchestra Starts From Free University

MAKING MUSIC IN BELOIT

by Helen Lukens

From a modest plan to give opportunity for a few musicians to get together and share their love of making music, the Beloit Community Orchestra has grown to a forty-seven piece group with plans for concerts before local audiences. The orchestra was started as a project idea of the local community education program, the Post Rock Free University.

The success of the orchestra, located in Beloit, Kansas, population 3,837, is largely due to the hard work and experience of Cleo Riley and his wife Velva. Cleo, who taught music in Beloit Schools for more years than he perhaps likes to remember, knew where the talent was in the area, and with numerous phone calls tested the feelings of the prospects for the group. Cleo and Velva set the dates for the practices and the musicians got out their old instruments or obtained new ones. They practiced many hours to polish neglected skills and trouped out to the practices.

THE
RURAL
COMMUNITY
EDUCATION
REPORT

Number 13 Spring 1981

Probably those are prejudiced who, without reservation, say that this is the best thing that has happened to Beloit in a long time, but certainly the new orchestra is making music around town where music had become something one took part in school but was relegated to a back closet in the mind after graduation.

Karen Studer, clarinettist, says of the orchestra, "It's fun. It's a shame all of us put our instruments away when we got out of high school. It's fun to get them back out now—more fun than when we played them before." Violinist Kathy Thompson had bemoaned her idle violin whenever she heard good violinists and now has a chance to play. She says she was hesitant at first, but is so glad to have started playing again—"because I really, really enjoy it." She welcomed the encouragement of her husband who appreciates her music at home.

A spring concert was held shortly before Easter, and a number of practices are scheduled for the next few months. Summer time will be vacation time for the musicians, who will be on their own until fall. Then regular practices will be arranged for the entire orchestra or for sectionals, with plans for concerts at indicated intervals. The general feeling expressed by members of the group is that this is too good a thing to die out after one concert. Craig Reiter, trumpet soloist for the spring concert, says he hopes he hasn't worked this hard to get his "lip" in shape for just one concert. He, as well as other musicians in the group, are ready to make the orchestra an ongoing organization.

Senior citizen Will Stude, violinist, is the oldest member of the orchestra. He finds the new orchestra very worthwhile. "A fine thing for the community, and everyone in it enjoys it very much. Mr. Riley is fine director, and everyone really enjoys his leadership," he says.

Medical technologist, Shirley Wichers, pianist, says, "This is a great way to keep in touch with music for those who don't get a chance otherwise." She reports she has been thrilled with the opportunity to play in an orchestra. In spite of her excellence on the piano this is the first time she has ever realized a long time wish to play with others in an orchestra. She says, "People have more incentive to play when they are working with others."

Randy File, pharmacist, and one of the three string-bass players, reports that he thinks the orchestra is doing fine, although, of course, "We need more practice." Enthusiastically he continues, "This is something the community has been waiting on for a long time. There are lots of people who really like music—like to play. This is a big bonus for the community which has always had a fine caliber of musicians." Randy hopes that the orchestra can put forth a major effort in the fall "when we will have time to really produce quality music which pleases everybody."

Mr. Riley admits he was apprehensive about the whole idea "before we started." Now he reports he is definitely happy with the results. "Everyone needs more practice of course, and scheduling is very difficult since those in the group are very busy people. Since there have been only six rehearsals, we have much work still to do, but we have a very fine group here to work with and they all seem to enjoy it. The members are all ages, from Junior High on up. Even the ones who are still in school seem to enjoy it. They keep coming back. We have persons from all walks of life: farmers, mortician, house wives, insurance agent, teachers, secretaries, and a nice handful of students. We have a good balance in instruments: 10 first violins, 7 second violins, 4 viola, 3 string basses, 3 cellos, 5 flutes, 3 trombones, 3 French horns, 2 trumpets, 1 oboe, 1 percussion, and the piano.

"Music is expensive now, but we have been able to use music from the schools when they aren't using it at the time. Tentative plans include the idea of free-will donations at the time of the spring concert to give us money to purchase music. An orchestra of this size requires lots of copies of sheet music, so we are going to welcome help from the community. This is all right for it is in reality a Community Orchestra."

At the suggestion of the local community education program, Beloit has initiated a new community project with local people whose talent may have been dormant, but is making a musical comeback fast.

Cleo Riley

The Beloit Community Orchestra

Rural Perspectives: Jim Killacky

WORKIN' IN THE COUNTRY PART TWO

Jim Killacky*

(Jim Killacky, director of Outreach, University for Man 1973-80, is now a doctoral candidate at the Harvard University Graduate School of Education.)

In the *Free University Newsletter* Jan., 1976 "Working in the Country" described what then were the first months of actual rural Outreach on the part of University of Man. Since that time some 40 projects of free university-rural community education have been undertaken, a film "University for Man: Grassroots Education" has been produced and widely used, three manuals have been published, the Kansas Legislature has passed the Community Resource Act providing funds for start up efforts, and now in the neighborhood of 30,000 per year participate in free university community education courses and other activities in Kansas.

For the past several months I have been privileged to travel in Kansas and visit with hundreds of people who have participated in free university-community education programs. The study was based on the assumption that the programs worked and were regarded as successes. Six communities were selected. In each place approximately 15 people who had taken, led, or had some other significant role in the program were interviewed. The interviews, lasting a little less than one hour, covered the following points:

1. How were you involved in the program
2. What has this meant to you
3. What has the program meant to your community
4. What is the future of your program

In covering these simple questions, the conversations ranged as far and wide as the places in which they were held. The very first one was in a farmer's blacksmithing barn in Pottawatomie county, while others were in homes, offices, restaurants, cars, and one was sitting in the main street of a very small town on a beautiful starry October night. The people covered all sides of the spectrum. One was a farmer whose acreage is bigger than the island of Manhattan, New York. The youngest, a ten year old student, took a course in snake skinning led by a 12 year old boy. The oldest was a 77 year old lawyer. A farm wife gave me a great definition of rural isolation, "Oh yes, we have to go five miles in any direction to borrow a cup of sugar."

Currently the interviews and related materials are being analyzed, and will be the subject of several additional papers and presentations over the next year or two. However let me now share with you these things which have emerged and which suggest why programs like free university-community education can be of large significance as we move through this decade and a new century with promises of much greater needs for self-sufficiency.

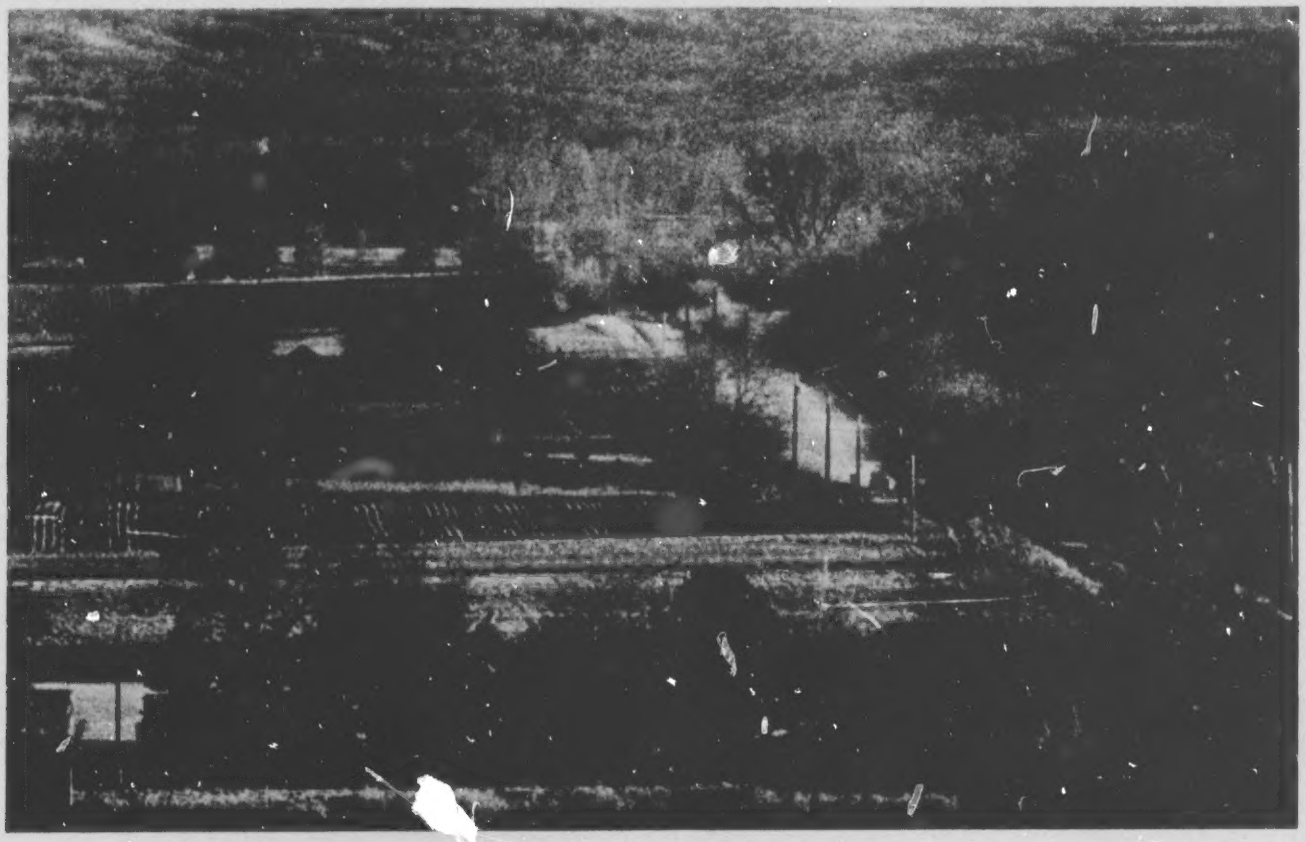
1) Everywhere people reported that the program brings together people of different classes, ages, sexes and creeds (which are still very important here in the Bible Belt)—and without the program it is very unlikely that they would ever meet.

2) Even in Kansas where there is evidence of urban rural migration, these programs can provide an important entry point to the community for newcomers. This is especially true if the newcomers do not choose for whatever reasons to belong to more established groups like churches, chamber of commerce or service clubs.

3) In rural Kansas, as elsewhere, there is a growing population of women in their late 30's and early 40's for whom it was standard to have their families when they graduated from high school. Now with children almost grown they still have 30 or 40 more productive years of life. Free university community education programs provide important non-threatening and effective entry points into non-learning environments for these people.

4) Programs may provide many opportunities for development of self-sufficiency skills in energy, home repair, gardening, and making gifts. As the cost of living increases, these skills will be particularly critical for the survival of the low and middle class sectors of the population.

5) Repeatedly it was reported that courses provide as much as a social as a learning function. One person noted, the meetings are exciting because they have a common intellectual starting base—



rather than a class or status one, and this makes for much broader horizons.

6) These programs can be successful in attracting professionals to the community. In one place the hiring of two physicians (a critical issue in most small rural places in the nation) was significantly effected by the presence of a thriving free university community education program in the county.

Jim Killacky

7) In all of these places there is an exciting sense about the future. Much of this comes from people in their late 20's or early 30's who have moved back, in, or married in. While they do not want their towns or counties to become large urban areas, they do want to see attitudes with a vision and perspective that can "reach beyond the county line." Free universities provide forums of such visionary expressions which until now did not exist, and which seem destined to play important roles in the future lives of these communities.

In another article we concluded the following which bears repetition here:

"As a staff we are a diverse group, but we are united in appreciating the profound sense of joy and other rewards which this work has brought to our lives. We have found in rural Kansas not just blowing winds, waving wheat and roads that lead to the Rockies, but a vast reservoir of resources, overflowing with people of all ages, creeds and backgrounds, who are able willing and ready to share their bountiful talents with each other in a manner which provides a significant cornerstone for viable community and rural resource development."

Some Quotes

Some things we've heard by and about Kansas, Kansans and rural free university-community education programs during the past four years:

"We are farmers, we can't afford not to be optimistic"

"It's either too hot or too cold, or too wet or too dry . . . and if it's just nice, then it's too windy"

"I can walk anyplace I want—and I don't have to lock my door ever"

"What I love about this place is that you can go out in a wheat field and scream your head off and no one will hear you"

"You can't live in Kansas and not react to your environment. When you live in New York or Washington you are, by force of numbers, more of a spectator. If you live here (in Kansas) you have to participate at many levels. If you don't it must be a very grey dull existence. I don't think you can survive very long without reacting to it."

"This project is so important because in our town there is a filling station, a post office, a co-op, two kids (mine)—and otherwise nothing!"

"You can learn as much as you want or as little as you want"

"These kinda things exercise my brain"

"I cannot point to any organization in our county that has done more to promote co-operation than this program"

"Its been good for me cause it gives me things to do. I'm not sure I'd be able to cope with such a small place without such things to do."

"I feel like it's part mine now that I've participated"

"If you don't get your question answered, it's because you didn't ask it"

"You use your mind or you lose it"

Young Teachers Offer Snake Skinning, Family History

Skinning snakes and charting family history are just two of the talents of the youth in Sharon Springs, Kansas, who have taught classes for the Mount Sunflower University for Higher Education.

Eleven year old Thad Vincent held a successful class on snake skinning and tanning. Thad has skinned over 100 snakes, and notes that snake skinning can be lucrative, selling the hides to western wear outfits for decorations in hats, belts, and boots.

Fourteen year old Brent Mai not only taught a class on genealogy, but has written and published a book about the subject. Brent went on KLOE-TV's "Good Neighbor" program to talk about his class, and been as far as Salt Lake City to gather information on family history.

The program held a contest for grade school children and used their artwork as graphics for the brochure. The Mount Sunflower program also received a helping hand from recent college graduate Donna Hoops, who returned home and put together the spring 1981 brochure for the program.

When Boards Take Over

Advisory boards took over the program in two communities this winter when the coordinators were pregnant, thus keeping the programs going strong.

In Wakeeney, the board helped out coordinator Nikii Griffiths. Griffiths has one of the strongest advisory boards in Kansas. Every session Nikii has each board member either teach a class or attend one, thus providing a good system for evaluation and board involvement.

In Dighton, coordinator Carla Wendler was blessed with twins, and the People to People program in the meantime was carried on by the advisory board.

Marysville Sets Record

An astounding 677 participants registered for the Marysville Free University spring session, breaking the old record of 200 per session. JoAnn Schum, director, could give no explanation for the jump, but was obviously pleased.

"Once again the largest class was aerobic dancing with some 144 women enrolled," said Schum. "Next largest class was Meet Your Microwave with 37 persons enrolled." Other big enrollers were CPR and Basic First Aid, Tips for Travelers, Tole Painting, Caning, Basic Cake Decorating, Use of Interfacing, TRS-80 Mini Computer, Food Processors, and Tips on Gardening.

People

Sister Mary Lou Roberts, executive director of Catholic Charities in Salina, is the new coordinator for the Salina Free University. The program is now under new sponsorship, receiving input from four local programming agencies, including the Salina Law Enforcement Center, Kansas Wesleyan College, the Salina Ministerial Association, and the Salina Arts Commission.

The Jack of all Trades program in Lawrence has a new coordinator, Cindy Fawcett. Ms. Fawcett has a degree in human development and family life, and will bring that perspective to the program, which is aimed at the low income and minority community in Lawrence. The spring brochure will feature classes on "Talking with Teenagers" and "Practical Parenting."

Peggy Burns is the new coordinator for the Pittsburg Free University. She has helped to enlarge the advisory board to include more community members, including Priscilla Schragg, who was an advisory board member to the community education program in Council Grove when she lived there.

Water An Issue

"Without substantial and well-placed rains, spring will mean more problems and expenses for an already water-short Kansas." (Topeka Capital Journal, Sunday, March 1, 1981)

About two years ago, the Dighton "People to People" program sponsored a one day forum on water. Vance Ehmke, a board member, was involved in the project and said, "I was flabergasted at the interest. Between 60-90 people attended the program."

Invited to speak were irrigators, an area extension specialist, a Groundwater Management District (GMD) director, bankers and county agents. Ehmke also helped to develop two slide tape sets on water management, which were shown that day, and are currently available through the Cooperative Extension Service.

Ehmke noted, "Water is one of the main issues for farmers in the western part of the state." He estimated that the Ogollala Aquifir, which supplies water to western Kansas, is dropping at a rate of 5-7 feet a year. The *Topeka Capitol Journal* pinpoints southeast Kansas as a major problem area for providing adequate quality drinking water. Do you know where your community draws its water from and how long the supply is expected to last? Does your community have a water conservation plan?

If your community education program is interested in sponsoring a class or a forum on water, here are some available resources. The use and management of water is governed by a maze of agencies, but is primarily a state and local responsibility.

1. State Water Resources Board

Primarily a planning and policy-making body, a representative may be available to speak in your community on the statewide water situation and policy. Written information is also available.

2. State Department of Health and Environment, Water Division

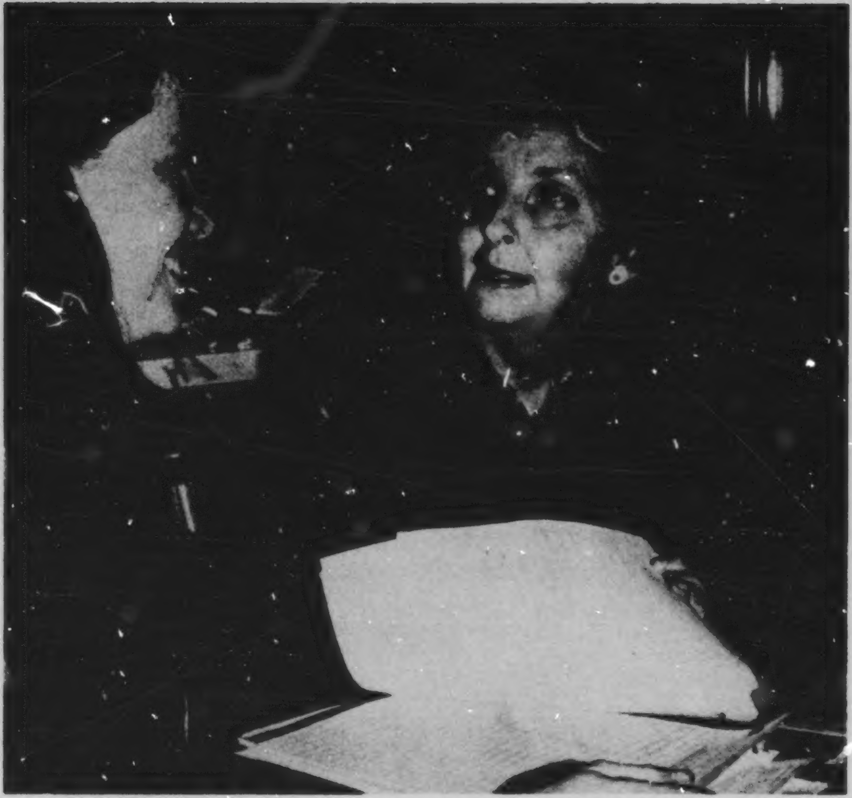
This agency assures the quality of public water supplies through utilities. They enforce correct treatment procedures, prevention of pollution and plugging of wells. They are currently compiling a document on nitrates and are available to speak on water quality issues.

3. Cooperative Extension Service

Through your county office, you can request numerous publications on water. Your county agent may be knowledgable in the area of water or you can contact your area extension specialist.

4. Local universities and colleges

Check out the departments of geology, geography, agriculture, engineering and economics for teachers with an interest in water.



Sandy Ingraham, left, and Jean Doggendorf talk over the formation of a new community education program in Jones, Oklahoma. (Photo courtesy of the Catholic Sooner.)

New Classes in Kansas

"Chicken Plucking" and "Time Management for Housewives" were two of the most interesting classes offered in Kansas this spring, both by the Pawnee Rock Free University, in Pawnee Rock, population 400. The program also offered "German Folk Lore," and an Easter season class, "Egypt and Israel."

Iola's Communiversity program, run by the public library, did a special class for children called the "Latch Key program." More children are coming home to an empty house when both parents are working. The class specialized in do's and don'ts for children coming home alone with the house key. The program utilized a packet of materials from Wichita State Univeristy, the resources of the library, and was conducted in cooperation with the local schools.

Two other successful Iola classes were "Mounting Insects" and "Hoola Dance."

A babysitting clinic for teenagers proved successful for the Education Connection in Haysville. The class taught prospective babysitters the basics of first aid, emergency numbers to know, and other tips on babysitting. The Education Connection distributed its last brochure through the Wichita Penny Power advertiser, and reported increased enrollments.

HOW-TO CORNER: LOGOS

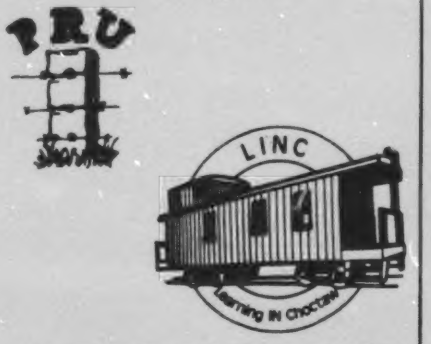
Program logos are an easy way to identify your program, and when used over and over again, help to make your program widely known in the community.

Logos are simple designs that identify your program. Sometimes they are a drawing, an abstract symbol, or just a unique style of printing the program name. The program logo creates a sense of identity and is an attractive publicity symbol that grows on the public. The ingenuity of the logo is that its effectiveness increases with usage, so that the program uses the same logo over and over again, on brochures, flyers, posters, and other items.

The logo should be:

*simple
*attractive
*symbolize or relate to the program name.

While businesses spend a great deal of money hiring consultants to design logos, a community education program can design its own logo, or have a local artist do it free or for a modest reimbursement. An art class teacher with the program may be able to do it, or it could be a class project with the best logo chosen for the program.



Logos: Post Rock Free University, Beloit, Kansas (top) and Learning in Choctaw, Choctaw, Oklahoma.

"The Rural Community Education Report" is published four times a year by University for Man, a regional training center for rural community education. For more information, or subscription ($3/year), write: Outreach Program, University for Man, 1221 Thurston, Manhattan, Kansas 66502. Phone: 913-532-5866.

**THE
RURAL
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REPORT**

Number 14 **Fall 1981**

KENTUCKY'S ELDERLY LEARN AT HOME

Extension Agents Welcome New Program

Local extension agents in Kentucky, the focal point of the Kentucky learning network system, have taken to the new program idea quickly. Their enthusiasm and skill in coordinating the local programs seems to make the Extension system fertile ground for the growing number of learning networks in that state.

At a recent state meeting for the S.O.S. Learning networks, agents reported on their successful programs and the enthusiasm it is generating.

"The first session there were questions about classes, teachers and methods," noted Nancy Eckler of Grant County, the state's first program. "Now it's just—DO IT!" Pointing to the use of community volunteers as teachers, another agent remarked, "One of the best things is that people know we as Extension agents can't teach everything. People know our specialties, and our limits."

Reported another Extension agent, "For the number of people we reach and things offered, it is cost efficient."

Not only cost efficient but award winning. This year the Kentucky program won a national homemaker award for its innovative and creative program.

The reception by the public has been good. In Grant County, a poll showed that no participants thought they had a poor teacher, and 54 of the 69 teachers were rated "excellent." Was useful knowledge learned? Over ninety percent said yes.

Kentucky coordinator Arlene Gibeau, left, with state community education leader Gippy Graham.

First Learning Network in a High Rise

What are the most popular classes with seniors in Covington, Kentucky? Armchair travel drew 68; while photos showing the history of the town from 1900-1920 had 28. Other popular classes included square dancing, with 32; "How to Watch a Movie," with a movie critic on what to look for, with 16; and cross stitching, 10.

By Sue Rieger and Bill Draves

High rise buildings for the elderly can sometimes be lonely places to live, but in Covington, Kentucky, a newly formed learning network is keeping people together.

The latest twist in the free university model, a program for people in a single elderly housing unit, was started by Kentucky coordinator Arlene Gibeau and Panorama Learning Network coordinator Pat Osborne.

The advantages to having a learning network close to home-in your home, in fact, are many to the 350 residents of the Panorama Apartments:

*The classes take place in the building, so transportation, one of the major problems for the senior citizen, is no problem.

*The classes are geared toward the residents of the building.

Resident Ora Laile, left, demonstrates tatting to Carolyn Crouch, S.O.S. Learning Network staff person at Panorama Apartments (insert).

*The classes are taught by the residents, or their friends, so the elderly not only have a chance to learn but to teach as well.

*There is no cost for the classes.

*Residents can suggest new course ideas.

"It's more intimate," says Ms. Osborne. "People can come anytime, and leave anytime." She noted that all the classes take place during the day, since night is a bad time for senior citizens to take classes, and that people who live outside the building are also welcome to take the classes.

The classes are free. The program initiators sold doughnuts to pay for the brochure, which was distributed throughout the building.

Madeline Anderson, a resident, grew up in England, and with her extensive traveling, teaches the popular armchair travel, where participants get to travel to Britain and other countries through slides and her narration. They undoubtedly made a return visit to see the Royal Wedding in Ms. Anderson's home country.

With a growing percentage of the population over 60 every year, and an increase in elderly housing being built, the learning network at Panorama represents a new and inexpensive way for senior citizens to learn and enjoy themselves. And all those old rumors about not teaching new tricks? Forget it. These folks couldn't even stop teaching and learning during our interview.

Rural Perspectives: Robby Fried

LEARNING IN COMMUNITY

by Robby Fried

A community education program usually begins top down: a principal, school board chairman, or superintendent becomes excited about the idea and "sells" it to those who control the public school and its resources. Seven years ago, the community education process in New Hampshire started from the grass roots *up*. In six small towns the public came together *first*—citizens who saw themselves potentially as both "learners" and "sharers of skills."

What to learn, where to learn, who might teach, what to call the program, were questions that formed the basis of the process of "learner empowerment." Empowerment meant that local townspeople, as beneficiaries of the learning program, quickly became its "owners." And mastery of organizing skills became just as important a learning goal for those learners—and for the project—as the particular classes and activities they were to offer to the town.

This grass roots approach to community education was called the "Community Learning Center (CLC) Project." In fact, no fixed "centers" were ever established. Instead a "Core Group" consisting of some 8 to 14 learners who agreed to be the organizers of the CLC in their town, became the "center."

The Community Learning Center model is worth considering as an alternative approach to community education if: (1) no funding is available to pay anyone to teach in, or run, such a program; and (2) you want to assist a small town or urban neighborhood to develop a community education effort that's tailor-made for that particular community.

Forget about the CLC approach if you think only a professional community education practitioner has the skills to run an effective program.

As coordinator of the CLC Project, I saw myself as a *participant/facilitator* in each of the core groups which I helped to organize, rather than as "leader" or "neutral observer." Instead of worrying about being too "directive" or too "passive" in core group meetings, I tried to modulate the level of my participation so that the group would emerge from a meeting feeling stronger in its ability to direct the process and accomplish necessary tasks. This meant taking myself out of the center of the group's attention; not doing more than my share of the talking; not intervening at a point of group frustration, but rather, by verbal and non-verbal support, encouraging the group to struggle constructively over issues of membership, course selection, or program policy.

For me, the CLC Project brought together two important ideas: (1) the creation of learning programs controlled by the learners themselves; and (2) helping small towns develop more of a "sense of community" among residents of different interests and backgrounds.

A leader, popularly speaking, is someone who knows what should be done, who rallies people to do it, and whom you can blame when things go wrong. Part of me really wanted to be a "leader" in the conventional sense when what I wanted was for *people* to exercise power, caringly and collaboratively, in fulfillment of their own needs and desires. If one begins with strong beliefs about what people ought to do—*and these are things which people will only do when they feel willing and capable*—then getting them to that point involves something besides being a "leader."

Some would-be leaders, faced with this apparent dilemma, become *manipulators* instead. Leaders think they know what's good for people and tell them so, openly. Manipulators know what they want out of people but are afraid to disclose their intentions for fear that people won't agree. So manipulators pretend to have no personal agenda, yet they give people information calculated to steer them toward a particular action or decision, hoping that when the people act they'll think it was their own choosing.

The empowerment process is less a handing down of knowledge between the professional and other people than a *partnership*, a mutual sharing of ideas, intuitions, and experiences. The professional does not become "less professional" via such a sharing process, but rather gains a much more fundamental sense of personal worth as a member of the human community than is normally acquired from "professional status" in an individualistic, competitive society. Even as the one "in need" is liberated from the one-down status of being seen as society's "client" or as social welfare's "recipient," so the professional is liberated from the charge that he or she is "exploiting" those in need and perpetuating their dependency and inequality.

Several years ago I was greatly inspired by a phrase of Paulo Freire's, to the effect that "every educational practice implies a concept of man and the world." In developing the CLC Project, I found myself in a reverse stance with respect to Freire's words: this time I was beginning with a "concept of man and the world"—a vision of human interaction within small communities—and it was up to me to discover or invent an "educational practice" or actualize that vision.

The "participant/facilitator" role and the community-based "core group" are the instruments with which I have attempted to construct such an educational practice. The training and empowerment of adult learners, within core groups, as planners and organizers of skills-sharing networks within their communities can be viewed as an initial working-out of that practice.

Excerpted from *Learning in Community: An Empowerment Approach*, a 57-page monograph by Dr. Robby Fried (published by Ball State University, 1980). Copies are available from the author, at Community Education, 4 Academy Street, Concord, NH 03301; (603) 271-3330. Single copies are $3.50 plus 50¢ for shipping. 10-25 copies are $3.00 each; 26 or more, $2.50 each. Shipping charge on multiple orders is 10 percent.

DINNER THEATRE A SMALL TOWN SELL-OUT

Janet Nelson and Charlie Dixon do Neil Simon's "Plaza Suite" before a statue, and a packed house, in Courtland, Kansas, first dinner theatre.

For dinner the guests had roast beef. "You might call it prime ribs, but we just call it roast beef here," said one host.

by Bev Wilhelm

Now in its second exciting year of the Community Resource Program, Courtland, Republic County, Kansas, a community of about 395, continues to offer a good example of what can be accomplished with a small amount of state grant money.

Carla Kuhn, Coordinator of the Courtland Community Education Program announced the Neil Simon one-act play "Plaza Suite" had been selected to be presented as a fund-raising project for the program. It was the first Dinner Theater ever to be presented in the town hall. Advance publicity was stimulated by word of mouth with excitement being generated by those involved in the production, the various committees, interested individuals, and the community in general.

Careful attention was given to every detail resulting in a sellout crowd each evening. For example, the tickets were hand lettered by a Calligrapher, and sold in advance by reservation only. Each of the three evenings performances had a different colored border and the dinner entree of the evening listed.

Theater-goers were greeted each night by a town dignitary—the evening I attended Mayor and Mrs. Landis were the host and hostess. The evening began at 7:00 with punch and hors d'oeuvres furnished by the Advisory Board. The hall was decorated with bouquets of spring flowers and candlelight. Guests were seated at quartet tables with pastel cloths and enjoyed a meal of Roast Beef, Ham or Smothered Steak.

Carla Kuhn welcomed the group explaining the Courtland Community Education Program's need to raise money, described some of the exciting classes to be held in the next few weeks and expressed her gratitude to all the hard workers, praising the community effort that is making the program such a success. Another important ingredient in Courtland's fine program is Carla herself. A skilled organizer, she has given the program strong leadership. A tribute to her talent in drama was readily seen in the performance of "Plaza Suite" which she directed.

It was a worthwhile project, effectively executed with the closeness and caring of a small town that is their strength.

Last Title I Grant Helps

Through the joint effort of Kansas State University's Center for Regional and Community Planning, KSU's Department of Sociology, and the University for Man (UFM), a program has been underway since November 1980 to initiate and promote county projects in two of Kansas' more rural counties: Washington and Wabaunsee. The project was funded by a HEW Title I grant, provided for by the 1965 Higher Education Act.

Objectives of Title I grants are to promote community education, community development, and citizen participation. Michael S. Mullen, master's candidate in Regional and Community Planning was hired by UFM to coordinate the grant. Jan Pelletier Gerdom was employed to lend professional expertise. Jan was formerly a community organization and citizen participation planner for the City of St. Paul, Minnesota.

Since December, Mike and Jan have met with county officials, career professionals, and concerned local citizens to assess the needs of Washington and Wabaunsee counties. Their objective has been to gather ideas through preliminary visits, to exchange suggestions, and to organize county meetings where residents could assemble and agree to some common goals. Another objective of this program has been the facilitation of local self-help and initiative. Both Mike and Jan strongly believe in local initiative, and are providing planning assistance to develop work plans, assemble technical assistance, and provide an action agenda for ongoing involvement.

Washington County has requested assistance in the field of community/economic development. Local residents have endorsed a proposal that Mike and Jan work with "Horizons" to improve its efforts and outreach to attract industry. Horizons was organized in 1977 with this primary goal, and to this date has established an industrial park with informational brochures.

Wabaunsee County offers a different challenge. USD #330, located in Eskridge, is currently in the process of encouraging more community involvement in the local schools. Their reasoning is that since these communities are located in a rural area, they do not have an abundance of social activity outside of normal school activities. Therefore, there is a strong desire to establish opportunities for life-long participation in the educational process. Mike and Jan are providing resources available through UFM to plan and structure new community education/recreation programs for citizens of Wabaunsee County.

HOW TO CORNER: VOLUNTEERS

With federal, state and even local monies getting harder to come by, volunteers will become increasingly important to the rural community education program.

An investment in a few books and materials on how to recruit, train and keep volunteers could make a difference for your organization.

Here are some of the newest releases on working with volunteers:

Recruiting and Training Volunteers, by Paul J. Ilsley and John A. Niemi. Especially geared for adult learning programs. 160 pages, $12.95, McGraw-Hill Company, New York.

From Volunteer, the national center for citizen involvement, P.O. Box 1807, Boulder, Colorado 80306:

Helping People Volunteer, by Judy Rauner. For volunteer program leaders; to be used for total volunteer planning. 95 pages, $9.95.

What Volunteers Should Know for Successful Fundraising, by Maurice G. Gurin. For volunteers who can raise money for your organization. 151 pages, $10.00.

How to Get the Most Out of Being a Volunteer, by Emily Kittle Kimball. A handbook designed for the community volunteer. 162 pages, $4.95.

Survival Skills for Managers, by Marlene Wilson. On creativity, problem solving, conflict, stress, and time management. 264 pages, $9.95.

And we can't forget the not-new, but classic:

The Effective Management of Volunteer Programs, by Marlene Wilson. The best in the field. 197 pages, from Volunteer Management Associates, 279 S. Cedar Brook Blvd., Boulder, CO 80302.

Christmas in July For Choctaw's LINC

by Sue Rieger

Summertime has traditionally been a slow-time for free universities, because of vacations, hot, uncomfortable weather and who knows what else. But one free university turned the figures upside down, with their highest enrollment of 1,000, by offering "Christmas in July."

The LINC program in Choctaw, Oklahoma, had over 500 enrollments in the special section, which offered classes on handmade Christmas gifts and decorations. The classes were offered all day on five consecutive Thursdays in July. The classes included: Christmas Eggery, Frame a Face, Bread Dough Jar Lids, Calligraphy for Christmas, Wooden Trims, Wheat Weaving, Sweet Scented Things From Scented Flowers, Crocheted Christmas Door Ornaments, Pringle Candles, Decorated Christmas Candles, Big Rock Candy Mountain, Cookie and Cookie Recipe Exchange, Mr. and Mrs. Snowman, Glass Paintings, Bind a Book, Cinnamon Stick Basket, Macrame Ornaments, Snowman with Broom, Wreaths for All, Crocheted Door Knob Cover, Porcelain Roses, Pinecone Wreaths, Silk Flowers, Quick Decoupage, A Talk on Packaging, Quilt a Potholder or Pillow Top, and a Handmade Gift Potpourri.

Rita Holder, organizer of the project said "this has given a big boost to the concept of community education and to LINC." Participants' ages ranged from a 9-year-old to seniors in their 70's. One participant read about the program in the Sunday Oklahoman and traveled over 100 miles to attend.

Lorraine Nesmith, a longtime librarian, has joined University for Man Outreach staff to develop a four state project promoting adult learning in libraries.

Rita Holder thought "Christmas in July" was popular because "many people consider Christmas to be a big celebration, but they now have budget problems that prohibit spending. Handmade gifts appeal to people looking for inexpensive gifts and creative expression." The learners also enjoyed the "learning by doing" teaching style of the sessions.

For future plans LINC is considering selling a "Christmas in July" booklet as a fundraiser, and may attempt a "Christmas in July" for children in the future.

KANSAS DAY AT NATIONAL CONFERENCE IN WICHITA

Saturday, October 24, 1981, will be "Kansas Day" at the national free university conference in Wichita. Special workshops in rural community education are being organized, along with the first meeting of the new state free university association.

At a special luncheon banquet, UFM's annual "Grassroots Education Award" will be presented to a Kansan best promoting or supporting community education in the state.

"Kansas Day" is being sponsored by University for Man and the Free University Network, and there will be a special low one-day fee for the activities.

In the afternoon Wichita State management expert Gerald Graham will speak on management and harmony in the learning organization, alongside other workshops, including a new one on "Rural Trends in Adult Learning."

"Kansas Day" will be the finale to the three day conference, which will see people from all over the country come to hear such experts as Joan Flanagan, author of the "Grass Roots Fundraising Book," talk on "Self Sufficiency for the 80's."

Anyone is invited to attend either the entire conference or just the "Kansas Day" activities.

Plan now to attend. For information on the conference, as well as on carpools and other arrangements, contact Carol Smith, or Julie Govert Walter, University for Man, 1221 Thurston, Manhattan, Kansas 66502, 913-532-5866.

INFORMATION FORM

Clip and return to: Carol Smith, University for Man, 1221 Thurston, Manhattan, Kansas 66502.

____ Yes, I'm interested in "Kansas Day" and the "Learning for the Community" Conference in Wichita October 22-24, 1981. Please send me more information.

Name ____________________________________

Address __________________________________

City ____________ State ____________ Zip ________

Phone ________________

Sue Rieger, who for two years coordinated annual rural conferences and programs in Oklahoma and Kentucky for UFM's Outreach Program, resigned last month to do some traveling and self-directed learning. Said Oklahoma free u'er Sandy Ingraham, "Sue is both easy going and competent. She was very enthused about the program, and that made the difference."

Rural Picks—

New and popular classes at rural community education programs this summer included:

Bottle Babies. Not the baby boom, but the cattle boom. Learn about raising "bottle calves" and other orphan animals at the Harrah Bridge in Harrah, Oklahoma.

French hair braiding. Sweeping the community of Marysville, Kansas, is the latest way to keep your hair out of your eyes. Offered at the Marysville Free University.

Italian Cooking. Katherine Tognoni demonstrated authentic sauces, noodles and salads for the P.A.C.E. program in St. James, Missouri.

More Oklahoma Programs

More free universities will be starting this year in rural Oklahoma. Jerry Hargis, Vice Provost for the University of Oklahoma Continuing Education Services, has started the Community University Program, or CUP, to continue helping small towns start programs.

Jean Kesley, who has worked with free universities for two years, will be doing the work. Jean said the target area is within sixty miles of McCloud, Oklahoma, and that she hopes 7-8 programs will be started. Any organization or group will be eligible to receive help in starting a program, she noted.

"The Rural Community Education Report" is published four times a year by University for Man, a regional training center for rural community education. For more information, or subscription ($3/year), write: Outreach Program, University for Man, 1221 Thurston, Manhattan, Kansas 66502. Phone: 913-532-5866.

From 'Aerobics' to 'Survival Strategy'

The Most Popular Rural Topics

A new study by University for Man on rural learning shows that the most popular courses in rural America are a mixture of urban and rural interests.

UFM director Sue Maes polled 23 programs to get data on classes consistently offered, topics most requested, the most popular classes, new classes, social concerns arising from classes offered, and classes that have become a community organization or project.

The top twelve classes of rural community education programs, those most consistently offered over the years are:

1. Aerobics
2. Square Dancing
3. CPR
4. Dining in Kansas
5. Photography
6. Sewing
7. Tole Painting
8. Crocheting
9. Investing Your Dollars
10. Czech Language
11. Bible Study
12. Bird Watching

"There are many things here that people are used to having offered," says Maes in looking at the most consistently offered classes.

But the pattern shifts when one looks at the most recently popular classes, and courses that should do well in the future.

The most popular classes for fall 1981 were: Christmas arrangements, Tole Painting, Hair Braiding, Basic Crochet, Cake Decorating, Square Dance, Aerobics, Biofeedback, Japanese Origami, Local history, Oil Painting, Twirling, Dance Exercise, Quilting, Furniture Refinishing, Estate Planning, CPR, Guitar.

New classes program directors expect to become popular include: Survival Strategy for Hard Times, Introduction to Computer Science, Waterpolo, Rugby, Cultural Heritage, Nuclear Awareness, Couponing, Essentials of Management and Farm Topics on Finances and Alternative Energy.

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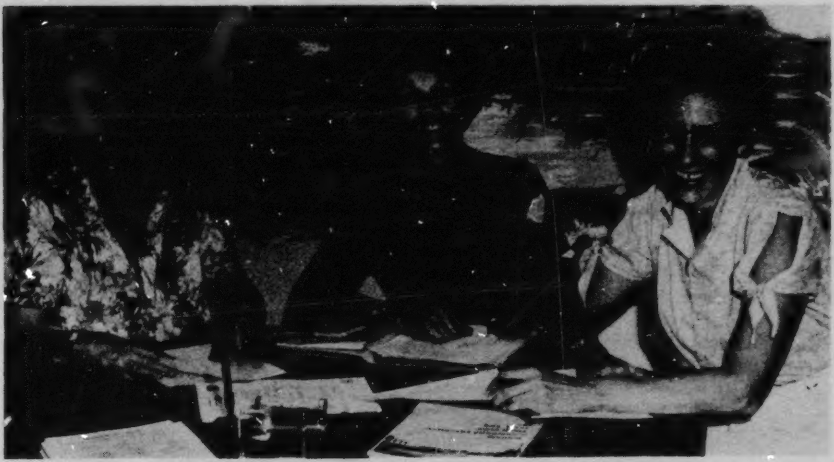
The new classes are geared toward survival and money, says Maes, and reflect the same concerns urban people are expressing about energy, finances, and economics.

"Certainly there are no heavy political or philosophical courses," says Maes in analyzing the data. "The social concerns are not worldwide either, but there are concerns about social issues confined to the local community." She cites alcoholism and care for the elderly as two topics receiving some attention in adult learning courses.

But, social issues are harder to offer in a rural or small town community, notes Maes. "How do you have a class on child or wife abuse without everyone thinking that's your problem?" she asks.

Maes hopes to extend her survey to more programs and other states to continue her study of popular, new and trend courses for rural adults.



Getting another program off the ground are members of the Osawatomie Community Education, Inc. Norma Stephens, left, and Betty Lhuillier, right, both of Osawatomie, work with Bev Wilhelm from Manhattan.

Eight Towns Get CRA Monies

Eight rural Kansas towns will receive $8,960 total in new Community Resource Act (CRA) awards this year, the Kansas Department of Economic Development announced last month. The awards are the third time such grants have been given out since the CRA legislation was passed in 1979.

The towns range in size from only a few hundred citizens in Glasco and Eskridge, to thousands in Newton; and are located from Mound City and Osawatomie in the east to Jennings in western Kansas.

Receiving the awards are the following new programs:

—Community Education Clearinghouse, Newton, $650;
—Jennings Pride-Community Education Program, Jennings, $500;
—Linnc for Learning, Mound City, $1,385;
—Learning in the Flint Hills Together (LIFT), Eskridge, $1,200;
—Glasco Inspires Free Talent Sharing (GIFTS), Glasco, $750;
—Osawatomie Community Education (OCE), Osawatomie, $2,500;
—Community Education Exchange, Perry-Lecompton, $1,125;
—Ottawa Community Education Program, Ottawa, $850.

Troxel Gets Third Grassroots Award

The third "Grassroots Community Education Award" presented by the University for Man at Kansas State University, Manhattan, honors Chris Troxel, education department manager, Flint Hills Regional Council.

At a brief ceremony at the UFM House in Manhattan Troxel was cited for "contributions to the growth of community education throughout rural Kansas communities." The award was presented by Chet Peters, Kansas State University Vice President for Student Affairs. Also attending for Kansas State was J. Lance Kramer, Assistant Provost, Division of Continuing Education.

Troxel currently works for the Flint Hills Regional Planning Commission, setting up rural community education programs in Chase, Marion, Dickinson and Wabaunsee counties. She was instrumental in the growth and development of the Neosho River Free School in Emporia, where she served as program coordinator from 1976-1979 along with her husband, Stuart Johnson. She is treasurer of the Kansas Community Education Association; Vice President of the Free University Network, the national free university association; and on the steering committee for the Kansas Community Learning Network.

"Purpose of the award is to recognize individuals who have made outstanding contributions to the developments of grassroots community education," said Sue Maes, UFM director.

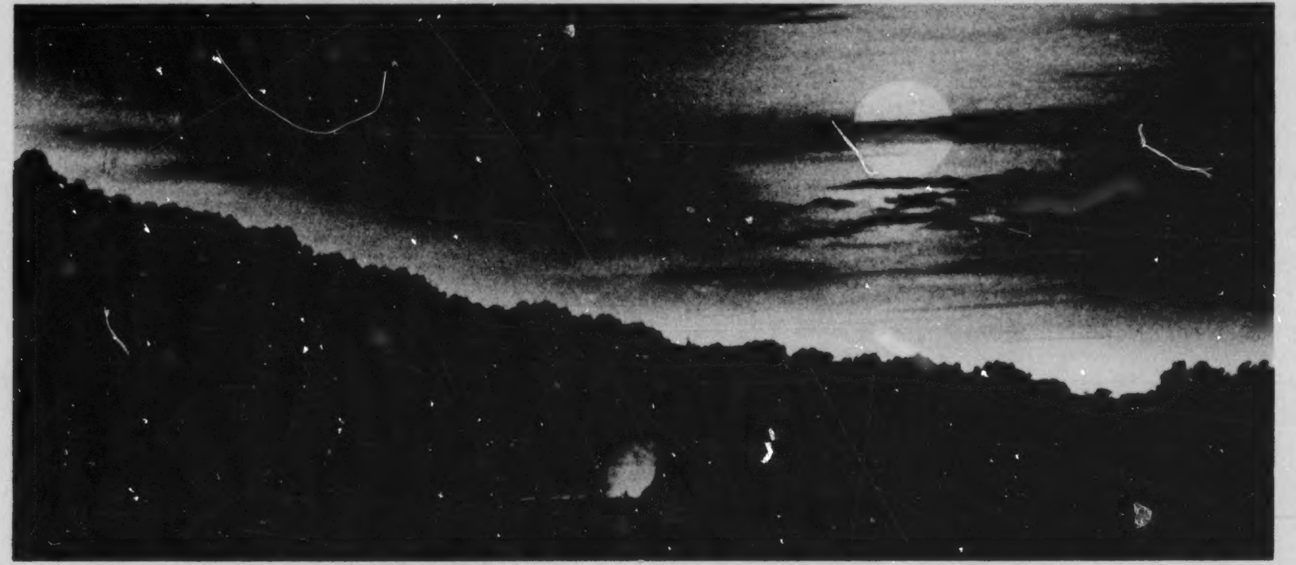
RURAL RETURNS

by Richard Margolis

Rural Americans nowadays are struggling to define and defend their role in the larger society. The struggle relates chiefly to two kinds of "rural returns": the remarkable returns of the 1980 Census, and the returns we as a nation may reasonably expect to reap from our growing reliance on rural skills, spaces and resources. The former spring from demography, the latter from democracy. In both instances, rural postsecondary education can play an essential role: by raising rural consciousness, strengthening rural institutions and interpreting rural needs.

Demography

Preliminary estimates based on the 1980 Census fully confirm earlier intimations of a rural renaissance. The figures suggest that since 1970 the rural population has grown by at least four million, a gain by no means gigantic but one that reverses nearly two centuries of uninterrupted decline. The rate of rural expansion, moreover, has outstripped the metropolitan growth rate (cities plus suburbs) for the first time on record. Equally remarkable are the breadth and consistency of this rural tilt: it embraces all regions (not just the Sun Belt), all ages (not just the elderly), all races (not only Blacks and whites) and all classes (not just the poor in search of low rents or the rich in search of vacation homes).



Though one may infer from this the stirrings of a "back-to-the-land" movement, the direction thus far seems mainly non-agricultural. Indeed, traditional meanings of "rural" may well be swept away in the wake of the new demographics. Of the 22 million rural Americans who are gainfully employed, for example, fewer than two million now labor in agriculture, forestry or fisheries. The largest number, five million, work in manufacturing. "We have a new distribution of people upon the land," notes Howard E. Conklin, "one that has never existed before in the history of the human race. It is a pattern in which non-farm people live in the country, far outnumbering farmers in most rural communities."

Without putting too fine a point on these figures, it seems hard to escape the conclusion that something significant is occurring in rural America, something that rural people need to understand. Education, [illegible] formal and informal, can provide a framework for the pursuit of that understanding; and it can help residents confront the clash of values that is likely to take place between newcomers and oldtimers.

Democracy

The unprecedented shift in living patterns can be seen as part of a new symbiosis being forged between the nation's two sectors, a relationship whereby rural residents are offered the blessings of social and economic revival in exchange for their work and resources. How rural citizens negotiate that critical bargain, and how they cope with the consequences, is what postsecondary education should be all about. In essence, the question turns on the efficacy of local democratic practice in the face of more remote, more powerful forces. It comes down to what the Russian political scientist M.I. Ostrogorski called "the ordeal of self-government."

To an extent rarely acknowledged by educators or policy makers, we have come to rely on rural acquiescence for provision of nearly all the necessities of national life. Cheap food and abundant energy are only part of the story, albeit a significant part; also to be taken into account are such essentials as environmental health, national security and a plentiful labor pool—each, to a greater or lesser degree, a contemporary rural responsibility imposed in large part by metropolitan requirements.

Yet the risk to rural communities can be considerable. The underground missiles in North Dakota, the strip mines in Kentucky and Montana, the nuclear waste storage bins in New Mexico and South Carolina—these and similar, nationally oriented enterprises come replete with local perils: they may threaten health and safety, disfigure the land, divide communities, engender a boom and bust psychology and syphon wealth out of the region. The rural dilemma is to find ways to defend its social integrity—its values, its villages, its very survival—while contributing to the larger society's sustenance. In truth, it is everyone's dilema, for it poses two perplexing questions of our time: not only, "What price prosperity and security?" but ultimately, "Who among us will pay that price?" Such questions are the stuff of democracy; and the fuel that keeps democracy running on all eight cylinders is—you guessed it—education.

Richard Margolis is a freelance writer and serves on the board of Rural America. His latest article is "Wait Til the Rural Vote Comes In" in the November/December 1981 issue of Working Papers.

This is just one of the essays prepared for the National Invitational Meeting on Rural Postsecondary Education held June 30 to July 1, 1981, in Overland Park, Kansas. The meeting was co-sponsored by the University for Man and the Fund for the Improvement of Postsecondary Education.

For a free conference report, also written by Richard Margolis, write: Sue Maes, University for Man, 1221 Thurston, Manhattan, Kansas 66502.

Childers Elected President Of New State Association

Rick Childers of the Wichita Free University was elected president of the Kansas Community Learning Network at its first meeting held October 24, 1981 at the Free University Network Conference in Wichita, Kansas. The association is a support network between free university and Community Resource Programs in Kansas. Rick Childers, new KCLN president, states "Our goal is to reach as many people participating in free university activities in Kansas as possible."

Other officers elected for calendar year 1982 are Fran Johnson of Wamego, Vice President; and Linda Armstrong of Haysville, Secretary-Treasurer.

There are many ways members of the association plan to work together, from a brochure exchange to lobbying in the legislature. They feel there are limitless possibilities in the things they, as members, can do to help each other, from fundraising to questions about advisory boards to problems with brochure lay out. According to Rick Childers, director of the Wichita Free University and a member of KCLNs original steering committee, "One thing is sure, together we are stronger than any one program alone."

KCLN was formed in Manhattan, Kansas on 4 April 1981. A steering committee was drafted to look into issues concerning dues, services to members and, bylaws. Members of the steering committee included Linda Armstrong, The Education Connection, Haysville; Stephanie Brock, Mt. Sunflower University for Higher Education, Sharon Springs; Rick Childers, Wichita Free University, Wichita; Cheryl Hanlon and Chris Troxel, Flint Hills Regional Council, Strong City; Fran Johnson, Kaw Valley Free University, Wamego; Helen Lukens, Post Rock Free University, Beloit; Helen Mathorne, NCCEP, Norton; Barb Nelson, OREO, Olsburg; Carol Smith, UFM, Manhattan; and Elise Watkins, Community Education Exchange, LeCompton. They made their initial report to the KCLN members at the Free University Conference in Wichita Kansas on the 24th of October. According to Chris Troxel, a community education planner with the Flint Hills Regional Council, "The steering committee recommended that dues consist of an individual membership of $10 per year and a group membership of $25 per year." It was also decided that a free university program could join as an organization; have the coordinator join at an individual rate; or have as many individuals from the program (advisory board members, teachers, etc.) join as were interested.

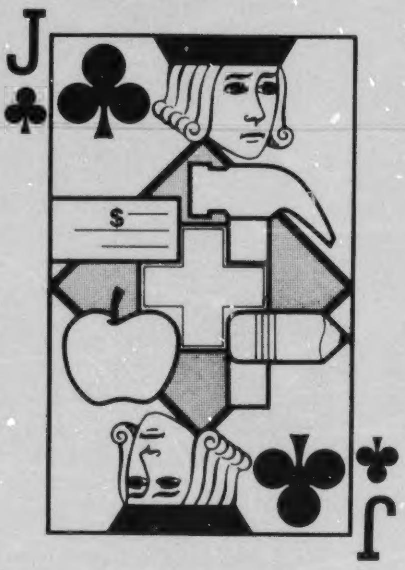
Services for individual members include a newsletter and access to KCLN workshops and conferences. Services for a group membership include a newsletter, brochure exchange, access to workshops and conferences, and technical assistance through networking of similar size projects. Programs with extra funds (either temporary or permanent) or staff time were encouraged to volunteer extra assistance to the association on a one time or early basis. Linda Armstrong, coordinator of The Education Connection in Haysville, advises "An example of this would be one free university volunteering to print the newsletter once a year, for a whole year or anything in between." She also gave the example of a free university providing staff time to compile material for the newsletter, either once a year or for the whole year. Another example according to Fran Johnson, Kaw Valley Free University in Wamego, would be an organization volunteering to do the fall (or spring) mail out of brochures for the brochure exchange. "Something," according to Fran, "where everyone gets to see the best (and worst) of other programs brochures." Although some commitments were made at the first meeting others are needed. For more information a program or individual should contact President Childers.

At this first meeting a report was also made by the steering committee on tentative bylaws for the organization. It was decided a subcommittee including Rick Childers and Chris Troxel would finalize plans and report back to the membership at the next meeting planned tentatively for spring 1982.

Trades Program Reaches Low Income

by Cindy Fawcett

The Jack of all Trades program is a special Lawrence, Kansas, program designed to provide functional instruction to hard to reach low income clients. Although Lawrence is a vibrant community with many opportunities for adult education, the low income neighborhoods have often been neglected. It is the goal of the Jack of All Trades program to fill this vacuum and help the low income population of Lawrence overcome the obstacles to obtaining instruction in functional life skills and other areas of interest.



Strong support has been received from both the Executive Board of Penn House and the Penn House Advisory Board, the parent organization. The Executive board is the governing body of Penn House and is made up of residents and indigenous leaders of East Lawrence. They have been a reliable sounding board for ideas for classes and projects, delineating needs and interests of the community and how to best serve those needs. The Advisory Board consists of leaders from the broader Lawrence community such as local lawyers, doctors and businessmen. The Advisory board has provided the program with the contacts and resources necessary to carry out planned projects.

The Jack of All Trades program is starting to reach out to the other areas of the Lawrence community to recruit course and project leaders. It has drawn on the resources of Extension, the University, county agencies, and other local service organizations to help with such projects as parent training classes, teaching job finding skills and classes dealing with health concerns. Neighborhood residents are also valuable and reliable teachers for classes and projects.

In order to serve as many people as possible Jack of All Trades has been coordinating its efforts with other community organizations, co-sponsoring courses with agencies such as the university Parent Training Program, Appropriate Technology Resource Center, and Consumer Affairs.

During the fall, the program has increased its visibility in the community. Class offerings were announced in both neighborhood newsletters and the Lawrence Journal World. Neighborhood elementary schools have been cooperative in sending brochures home with their students. Class offerings were picked up on the local radio station and also the university radio station.

Three new projects that are now in the planning stages illustrate the diversity of the Jack of All Trades program. The first is a job training workshop aimed at teaching 16-19 year olds the skills of interviewing and resume writing. In order to draw in as many youths as possible, members of the K.U. basketball team and coaching staff have agreed to help by giving a basketball demonstration after the workshops.

The second project hopes to reach an entirely different population. It is an information night on family planning jointly sponsored by the program and the River City Womens Health Collective.

Another project in progress is a workshop for mothers of pre-school children. Teachers from the Lawrence Community Nursery School will teach parents how to make musical instruments from household objects and to show their children how to make art projects from "trash" found in the house. This is being held at a low income housing project and is targeted for those mothers whose children are not in a preschool or day care center.

Jack of All Trades is one of the few efforts being made to reach low income communities with adult learning, and its success may lead to further success stories in making learning available for all.

Libraries Good Places For Learning

"Being able to go out and conduct programs for farm wives gives me the opportunity to adapt my topic to the immediate needs of the group I am addressing," says June Gooding of Farmland Industries. Gooding conducts 50 programs and workshops a year in rural communities and knows how important it is to get programs into rural areas.

"I speak from experience, having lived in a rural community. There is a sense of deprivation when you live 40 miles from the nearest metropolitan area, a sense of the world having passed you by," she says. Establishing programs in rural communities is the focus of a grant recently received by the University for Man Outreach program. "Rural Libraries and the Humanities: a Consortium" is a grant from the National Endowment for the Humanities for the purpose of developing and encouraging ongoing humanities programming in rural public libraries in Oklahoma, Kansas, and Colorado.

When Judy Springer, librarian in Hanover, Kansas, was asked if a role of the public library was to provide educational programming, her reply was, "Yes, it is—there is no one else to do it—it is our place." The Pitts-Best memorial Library in Clifton, Kansas has conducted several programs with the help of the Kansas Committee for the Humanities, Myra Peterson, librarian in Clifton feels that "It is the library they (the people of the community) look to for information." Libraries are not just books anymore and offering programs has become an important way to attract the non-user.

Vee Friesner, Director of Library Development for the Kansas State Library, has provided a great deal of support and assistance in developing the grant. According to Vee, "Public libraries are natural community centers for information, education, and recreation. They really do have something for everyone, therefore they are the ideal institution to work with this type of program."

Crisis Looming For Funding Rural Programs

A crisis in funding is developing for rural community education programs. Many local programs are facing a loss of funds from city and county sources, with the result that money is harder to come by. The cumulation of the troubles is adding up to a crisis for rural community education, according to Bev Wilhelm, technical assistance expert for University for Man.

"My husband can't sleep at night," says one rural program coordinator. "He has a small farm and we are trying hard to make ends meet. Now I can't sleep at night, and I may have to quit my program coordinator position to look for full time work."

In Norton, Kansas, the Norton County Community Education program suffered a setback when CETA went out of business. The CETA program had funded the program coordinator's salary. In Dighton, Kansas, the Lane County board of supervisors cut off funding for the People to People program when its federal revenue sharing ran out. Funds from that source had gone to pay for the catalog and a part time coordinator.

Other rural community education programs are taking to the offensive and designing ways to meet the money challenge. In Belleville and Beloit, for example, finance committees have been formed to come up with ideas and then raise the money. In other towns, local ingenious ideas are turning special events into fundraisers. People to People in Dighton had a benefit Christmas dance. "No one has a dance at that time of year," says Carla Wendler. Homes tours are also popular and incur almost no expenses.

How long the money crisis will last and how many programs may fail are unanswered questions. But those programs that can adapt to the new economic climate, and have the determination to carry on, will find some way to make it.

"The Rural Community Education Report" is published four times a year by University for Man, a regional training center for rural community education. For more information, or subscription ($3/year), write: Outreach Program, University for Man, 1221 Thurston, Manhattan, Kansas 66502. Phone: 913-532-5866.

HOW-TO CORNER

by Bev Wilhelm

To deal with tougher times in raising money for rural community learning programs, several towns are developing a fundraising or finance committee to raise money.

The advantages of the committee are that they are composed of members knowledgeable about finances, and they take the money burden away from the program coordinator, who can spend more time on the program.

Here's how to form a finance committee for your program:

1. Ask 3-5 people, including 1-3 key people, to serve on the committee. Get a banker, minister, publicity kind of person, or other people expert in finances and who have broad community support.
2. Have the committee come up with a variety of funding ideas for the program's Board of Directors.
3. Have the Board of Directors meet with the finance committee and select the fundraising ideas to be carried out.
4. Have the finance committee implement the fundraising strategy.

By having a finance committee not only raise the ideas but the money, the program will have utilized its most knowledgeable citizens in sustaining the program.

CRA News

by Bev Wilhelm

From the Kansas Community Resource Act (CRA) programs:

ACRE

The Anderson County Commission approved funding for the Anderson County Recreation and Education (ACRE) program from the county's share of the alcohol tax rebate which will supplement local monies.

Haysville

The Education Connection's Fall 1981 brochure is one of the best ever. Clever graphics and interesting course descriptions fill 19 pages, including an attractive cover drawing of wheat, sunflowers and a windmill.

Paola

Paolans United sponsored a resource fair on the city square with organizational assistance from the Paola Chamber of Commerce and EKAN.

Bonner Springs

The SPICE program has received acknowledgment and praise from the local Kansas City Community College, which is delighted the community is doing their own educational programming and relieving the community college of some of the non-credit outreach classes. KCCC Associate Dean Deb Clough serves on the SPICE board.

Summerfield

The local public school is cooperating with the Summerfield program. The brochure is printed with school equipment and distributed from the school to homes as a school hand out.

Westmoreland

The Westy Community Education Program got a boost from its sponsoring agency, the local Methodist Church, when the church's mailing permit was activated and over 200 brochures mailed out. This mailing, along with newspaper ads and registration posters, resulted in the largest enrollment to date for the program.

Pawnee Rock

The Pawnee Rock Free University has been completely accepted in the community. As one of the long-time residents summarized recently, "This is one of the finest things that could happen to this town."

Burlington

Burlington's program recently offered three popular trips. A Kansas City Royals game, Silver Dollar City trip, and white water rafting excursion helped satisfy a diversity of ages and interests of participants.

Wallace County

Mt. Sunflower had four distinctively western Kansas classes this fall—western Kansas gardening, wheat weaving, basic fiddle, and snake skinning.

APPENDIX F

FIPSE Project Workshop Materials

MIDWEST PROGRAM
1980-81
UFM Outreach Staff

Goals:
1. To create as many programs in each state as possible
2. To stabilize the effort in each state in terms of post-summer 81 continuation
3. To seek funding to maintain/expand the Midwest Program.

Staff:
Sue Rieger 1.0T Oklahoma, Kentucky
Cyndy Bryant 1.0T
Sue Maes .2T South Dakota
Bill Draves .5T Missouri
Outreach Director .5T Leadership, Grants

Questions for each state:

1. number of programs starting, where, total at end of 2nd year;
2. other things UFM should be doing in the state- contacts, meeting people, attending state conferences, funding, other towns, building the UFM concept, meeting local people in each program to solidify ties, promoting the philosophy, getting names for Rural Report
3. laying the groundwork for the third year, plans, grants, legislation, etc.

Planning:

Between May 1-July 1

1. next year's activities for each state
2. how to stabilize each state
3. what grants to write, etc., for MW future beyond summer 81

specifics:

A. Publications, go to 12 page newsletter, Kansas program writes 4, MW writes 4, Cindy coordinates

B. Conferences- eliminate speaking engagements (except to our specific advantage) and put travel money into four states trips;

Do- a) Midwest Community Education Conference; b) three day national invitational trainging session; c) National Rural America conference

C. Missouri- to see Missouri as integral to the Midwest effort, and organize towns primarily in the western part of the state within driving distance of Manhattan; to let Jim discern whether or not we should continue to work with Hobbs either next year or beyond next year; in either case, to take Missouri into our own hands and do the basic organizing.

D. Oklahoma- are there other things that we could do there outside of the six towns Jean and Sandy will organize? Can we make contacts with other libraries, lay the groundwork with John Hinkle to have the program transfered to Oklahoma Department of Libraries, do a statewide public relations effort, make contacts with other educators down there, attempt to amend the existing community education legislation to include"other public agencies," such as public libraries.

Overall thrust:

The intent of all these suggestions is to assume that we will have a Midwest Program beyond next year, and to work towrad that end. It also is aimed at developing an aggressive, territorial attitude toward the states. Missouri, SD, OK, and KY have to become "our" states, we need to conquer them like we are conquering Kansas. We need to feel that Kentucky is UFM territory.

Outreach Director:

Would see the outreach director as providing leadership, and taking the initiative in coordinating our efforts, and taking primary responsibility in working on grants for further continuation of the program.

University for Man
1221 Thurston
Manhattan, Kansas 66502
(913) 532-5866

Sue M.

May 12, 1980

Dear Arlene, Bob, Carol, Sandy & Jean,

Following my conversation with you all about a summer workshop meeting here in Manhattan, the Outreach Staff has come up with some dates and plans, and so I wanted to make sure you have it down on your calendar and can do some planning in advance of the meetings.

We will hold our fourth workshop here at UFM in Manhattan from Tuesday, July 8 through Thursday, July 10, 1980. The actual meeting will not start until 9 a.m. Wednesday, July 9, but we want people to arrive Tuesday night so you will be rested for the start early Wednesday. The workshop will end mid-afternoon Thursday so that some or all of you, depending on flight schedules, can get home Thursday night.

The purpose of the meeting is to plan our projects for next year and beyond. These specific plans will need to be finalized at the end of the workshop:

1. Your plans for starting new towns in the coming year. How many towns, which ones, any special problems to encounter. How many towns will have been started by the end of next year?

2. Your plans for an ongoing structure for the project after the FIPSE grant runs out next summer. Who will sponsor the project? What "maintenance" technical assistance can be provided to programs already started? Will you be able to handle new requests from other parts of the state, or do you have a target area for new projects to start after next summer?

3. Funding for the project beyond next summer. We need to start now to look for funds for continuation beyond next summer. What sources do you envision. What kinds of grant proposals could be made to continue this work?

You should be working with your UFM contact before the workshop to think through these questions, so that we know the answers by the end of the workshop time. While you are planning your state programs, we at UFM will be planning our Outreach Program beyond next summer, asking the same kinds of questions- what areas do we want to work in? How do we continue what we have started? Where can we go for funding? et cetera. Your thoughts on UFM's Outreach Program are welcome also, and obviously, our plans and your plans must be coordinated.

So Plan on Manhattan July 8-10. Looking forward to seeing you.

"the only prerequisite is curiosity"

Bill Draves, Workshop Coordinator

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MIDWEST COMMUNITY EDUCATION CONFERENCE

perspectives on LIFELONG LEARNING

March 21-22, 1980 Manhattan, Kansas

MIDWEST COMMUNITY EDUCATION CONFERENCE

The Midwest Community Education Conference, "Perspectives on Lifelong Learning," will be held March 21-22, 1980, on the K-State campus in Manhattan, Kansas. Community education, the process of making lifelong learning available to the entire population, is practiced today by many organizations including: community colleges, cooperative extension, free universities, recreation commissions, and libraries.

The Midwest Community Education Conference will explain the concept of the free university-community education model and how it can be implemented in local communities. The free university model, utilizing volunteers, offers a cost-effective program that charges little or no tuition, gives no grades, and offers no credit. Therefore, the programs must offer classes that interest people or fulfill a need. Throughout the Midwest, over 30 such programs adhere [illegible] this model, which revolves around the philosophy that anyone can learn. Consequently, age barriers usually present in educational settings are dissolved; the elderly and the young can learn from each other. Along with the self-fulfillment that learning and teaching provide, the program responds to needs on a larger scale and aids in community development. Because the program is beneficial to the community it is viewed favorably by public officials and the community as a whole.

In addition to exploring the concept of the model, the conference will include hard-skills workshops presenting the "how to's" of building a program including: producing a brochure, orientating teachers, organizing an advisory board, and publicizing the program.

Attending this conference could bring a valuable program to your organization and community!

Keynote Speaker

Richard Margolis, a free-lance writer, will be the keynote speaker at the conference. Margolis is presently the literary editor of Change Magazine, a periodical on higher learning, and consulting editor for the Ruralamerica newsletter. His articles have appeared in the New York Times, Washington Post, Christian Science Monitor and the New Leader.

Much of Margolis' work focuses on rural affairs. He was the founding chairperson of Rural America, Inc., a non-profit organization representing the concerns of rural people. He was also the founder and chairperson of the Rural Housing Alliance, the forerunner of Rural America.

CONFERENCE DETAILS

WHEN: Friday, March 21st, 1 pm—Saturday, March 22nd, 5 pm

WHERE: The University for Man House, 1221 Thurston, Manhattan, Kansas.

WHO: Participants will be Midwesterners, interested or involved in community education. The sponsors are University for Man and the Midwest Region of the Free University Network.

WHY: To explain the concept and implementation of the free u.-community education model.

FEES: $15.00 for Free University Network members. $30.00 for non-members. Fees include the cost of meals, but not lodging.

LODGING: Available at the Ramada Inn, 17th and Anderson, (913) 539-7531.

The Midwest Community Education Conference is being sponsored by the Midwest Region of the Free University Network (FUN). One of the reasons FUN was formed in October of 1974, was to help communities start free u's. Present activities include publications, national and regional conferences, technical assistance, publicizing free u's nationally, and distributing manuals on the operations of free u's. Individuals or organizations may become members of FUN. Individual memberships are $15.00 and include a subscription to the quarterly newsletter, Learning Connection, a $10.00 discount on the FREE U. MANUAL, reduced conference rates, access to technical assistance, and other benefits.

The conference is also being sponsored by University for Man, a free u, founded at K-State in 1968. During that first year, approximately 150 people enrolled in the seven courses offered. UFM began to grow, and today serves over 12,000 participants annually from the entire Manhattan area, offering Spring, Summer and Fall classes. Due to its success, UFM became nationally recognized as a leader in adult education and in the mid-70s received requests for help in starting similar programs around Kansas. Since 1975, UFM has assisted nearly 30 free u's in their development. Many of these have been in small towns and have met with remarkable success.

"The free u. community education model uses the wealth of resources that exist within a community. It has the possibility of playing a major role for community development and planning in Kansas during the 80s."
Dennis McKee
Director of Planning and Community Development
Kansas Department of Economic Development

"Communities usually view libraries as just places to check out books, in spite of the long history of a variety of library-sponsored, educational programs. The free u. concept is tailor-made to give libraries the visibility they deserve, enhance current programs and increase community support."
Sandy Ingraham
Coordinator of Community Education
Oklahoma City Metropolitan Library System Extension Service

"About a year ago I was invited to a dinner-type educational program in one of Kentucky's fairly small communities. As we enjoyed a delicious homecooked 'potluck meal,' I distinctly remember sitting across from a delightful middle-age gentleman of rural vintage. In between bites we exchanged some friendly remarks. In so many words what he told me was that 'You are so highly educated, and I don't know much.' I quietly smiled and explained it really wasn't that way—but I could tell he didn't believe me. Inwardly I laughed a little . . . and cried a lot. Just in our brief conversation, it became obvious to me that though my friend was short on formal schooling he was long on education in the truest sense of the word. Though not aware of it, he had much to share. . . . We are all teachers; we are all learners. Free university type programs allow us the opportunity to share ourselves.
Sam Quick
Family Life Specialist
Kentucky Extension Service

INTEREST FORM FOR MIDWEST COMMUNITY EDUCATION CONFERENCE

☐ I would like more information on the Midwest Community Education Conference.

Name: ____________________

Organization: ____________________

Address: ____________________

City: ____________________

State: ____________________

Zip: ____________________

Phone: ____________________

Please return to University for Man, 1221 Thurston, Manhattan, Kansas, 66502
Attn: Sue Rieger, Phone: 913/532-5866

MIDWEST COMMUNITY EDUCATION CONFERENCE

PERSPECTIVES ON LIFELONG LEARNING

MANHATTAN, KANSAS MARCH 21-22, 1980

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Photos:
Top left: Sue Maes, Max Miller and Lloyd Hulbert leading a class on edible plants.

Bottom left: Richard Margolis, a free lance writer with an expertise on rural issues. He will be our keynoter. (Photo courtesy of Rural America)

Right: Sue Sandmeyer, former UFM staff member demonstrating a step in developing film.

This is a special conference issue of the Rural Community Education Report. The conference is being cosponsored by University for Man and the Midwest Region of the Free University Network (FUN).

The Free University Network is the national association of free universities and learning networks, headquartered at UFM in Manhattan. The Free U. Network assists ongoing programs and helps communities start free u's. Present activities include publications, national and regional conferences, technical assistance, publicizing free u's nationally, and distributing manuals on the operations of free u's. Individuals or organizations may become members of FUN. Individual memberships are $15.00 and organizational ones vary according to the number of yearly enrollments.

University for Man is a free u., founded in 1968. UFM today serves over 12,000 participants annually from the entire Manhattan community. In addition to offering spring, summer and fall classes, UFM has started many community projects, such as a crisis line, food coop, community gardens and an evening child care center. UFM is a nationally recognized leader in adult education and receives requests for help in starting similar programs around the country. Since 1975, UFM has helped start some 30 free u's in Kansas. Most of these have been in small towns and have met with remarkable success.

PERSPECTIVES ON LIFELONG LEARNING

The Midwest Community Education Conference, "Perspectives on Lifelong Learning," will be held March 21-22, 1980, in Manhattan, Kansas. Community education, the process of making lifelong learning available to the entire population, is practiced today by many organizations including community colleges, cooperative extension, free universities, recreation commissions, public schools, and libraries.

The conference is designed to meet the needs of several different groups in attendance. We've taken the most popular topics from the small campus or large town free u's and from the small town free u's and are developing workshops that specifically address the needs of these different-sized communities.

The conference is also designed to introduce other adult educators to the concept of the free university-community education model and how it can be implemented in local communities. The free u. model utilizes volunteers, offers a cost-effective program that charges little or no tuition, gives no grades or credit. Therefore, the programs must offer classes that interest people or fulfill a need. Throughout the Midwest, over 40 such programs adhere to this model, which revolves around the philosophy that anyone can learn and anyone can teach.

In addition to exploring the concept of the model, the conference will include hard-skills workshops presenting the "how-to's" of building a program, including: teacher recruitment and orientation, publicity, needs assessment and advisory boards to name a few. You can come away from the conference with the information and resources to start a program in your community.

The workshops, plus keynoter Richard Margolis, a mini-free u. and a panel on community education and community development will all make the conference an exciting one. Sometimes free u. people are so busy providing the framework for learning to take place they don't have time to go to the classes, so we'll be holding a mini-free u. on Friday night to solve that dilemma. Offered will be classes in self-care, appropriate technology, self-evaluation and others, including any topic you'd like to discuss or any skill you'd like to share.

This conference will be a time when free u. coordinators, staff members, volunteers, advisory board members, teachers, supporters, and community educators can get together, learn skills, discuss problems, get new ideas, meet people, and rejuvenete energies for the rest of the year. Everyone is welcome, so load up the car and bring someone else along!

YOU ARE INVITED!

You are invited to attend this conference. The Midwest Community Education Conference has been geared to a variety of different kinds of people working with different types of programs in community education, free universities, and non-credit programming. You'll find yourself in one of these groups:

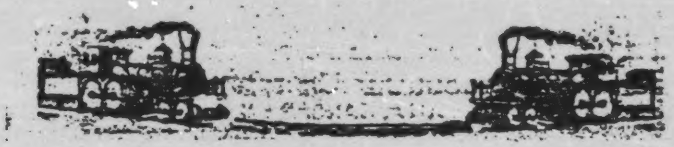
Rural and Small Town Community Education Programs - There are over 25 community education programs in small towns in Kansas, and this is an opportunity to rub elbows, meet some interesting people, and talk about your program.

Community Resource Act Programs - There are 11 new community resource programs starting in Kansas under the Community Resource Act (CRA) and you all are invited. There will be special meetings for the CRA people, and other workshops will be of value to you in starting your new program.

Midwest Campus Free Universities - There are a dozen free universities in the Midwest, most in larger towns and associated with a college or university. There are large and successful free u's in Kansas City, Wichita- Tulsa and other cities, and nine workshops have been geared especially to the campus free u.

Four-State Small Town Programs - UFM is now working in four states to help small towns set up free u's and community education programs, and the new programs in Oklahoma, South Dakota, Missouri, and Kentucky are invited to attend, as well as the state coordinators from all four states. Special meetings will be held for these people involved in the UFM Four State Program.

Other Adult Educators - People from colleges and universities, recreators, librarians, and others who are interested in the free university, UFM, and/or rural model of community education, are invited to attend. There will be four workshops introducing the concept and program to adult educators, and the other workshops are open to you as well.



KEYNOTE SPEAKER

Richard Margolis, a free-lance writer, will be the keynote speaker at the conference. Margolis is presently the literary editor of Change Magazine, a periodical on higher learning, and consulting editor for the Ruralamerica newsletter. His articles have appeared in the New York Times, Washington Post, Christian Science Monitor and the New Leader.

Much of Margolis' work focuses on rural affairs. He was the founding chairperson of Ruralamerica, Inc., a non-profit organization representing the concerns of rural people. He was also the founder and chairperson of the Rural Housing Alliance, the forerunner of Ruralamerica. He edited the Ruralamerica newsletter in 1977 and 1978. He recently completed a study for the Postal Rate Commission, "Post Offices at the Crossroads". The study deals with the functions of post offices in small communities.

Margolis, from St. Paul, Minnesota, received his Master of Arts in Journalism from the University of Minnesota in 1953. He has won several journalism awards since then. He is an admirer of well-known journalist, William Allen White, writes poetry and childrens' books of fables featuring a character named Big Bear.

FUN Memberships

The Free University Network (FUN) is the national association for free universities and learning networks. Memberships in the Free University Network are the means for people and organizations to receive services from the Network plus the way in which the Network can sustain itself as an independent organization. Memberships are not required to attend the conference, but they will lower the conference fee.

Memberships offer many other opportunities as well. Publications, including The Learning Connection, the quarterly newsletter, are sent free, and other publications are available at a discount. Research and studies, such as the humanities study, statistical study and one on legal issues in health classes, are all available free to members. Technical assistance is available via phone or mail, as are manuals with extensive information on free u's. It all adds up to a great many services, worth far more than the dues, to anyone who joins.

Organizational Memberships

Yearly enrollments	Membership fee
0-1,000	$20.00
1,001-2,000	40.00
2,001-3,500	70.00
3,501 & up	100.00

Individual memberships are available for $15.00 a year.

CONFERENCE AGENDA

Friday, March 21

10 a.m. - 1:30 p.m.	Registration
1 p.m. - 1:30 p.m.	Welcome, Introductions
1:30 - 2 p.m.	Keynote address: "Rural Issues and Community Education" by Richard Margolis
2 - 2:30 p.m.	Questions and answers, Discussion
2:30 p.m. - 2:45 p.m.	Break
2:45 p.m. - 3:45 p.m.	Panel: "Community Education and Community Development"
3:45 - 4 p.m.	Break
4 p.m. - 5 p.m.	The Free University Network, a status report and outline of activities and services
5 p.m. - 6:30 p.m.	Dinner
6:30 p.m. - 7 p.m.	Set up for Mini-Free U.
7 p.m. - 9 p.m.	Mini Free U., a sample of interesting free u. courses for your enjoyment and edification
9 p.m. - 11 p.m.	Entertainment - Bluegrass music and drinks

Saturday, March 22

8 a.m. - 9 a.m.	Breakfast and registration
9 a.m. - 10 a.m.	Workshops - Each workshop is open to all participants, but geared toward a specific situation. Abbreviations used: (C) Campus and college free u's (R) Rural and small town programs (I) Introductory for those new to community education and free universities 1. Working with the University Administration (C) 2. Brochure Exchange (R) 3. The History and Philosophy of Free U's, UFM, Community Education (I) 4. Community Resource Act Meeting

	5. Rural Lay Leadership Meeting
10 - 10:15 a.m.	Break
10:15 - 11:15 a.m..	Workshops
	6. Small Town Politics (R)
	7. Catalogue Distribution (C)
	8. Grants and Grant Writing (C & R)
	9. How to Start a Free U. (I)
	10. Community Resource Act meeting
11:30-12:15 p.m.	Workshops
	11. Local Fundraising (R & C)
	12. Organizational Planning (C & I)
	13. Ongoing Needs Assessment (R)
	14. Meeting the needs of special populations: handicapped, elderly, youth and low income. (C & R)
12:30 - 1:45 p.m.	Lunch
2 p.m. - 3 p.m.	Workshops
	15. Teacher Recruitment (C & R & I)
	16. Course Evaluation (C)
	17. Advisory Boards (R)
	18. Linking Resources: Coordination between organizations. (C & R)
3 p.m. - 3:15 p.m.	Break
3:15 p.m. - 4:15 p.m.	19. Teacher Training (C)
	20. Publicity (C)
	21. Special Projects (R)
	22. Free u's in senior centers (C & R)
4:30 p.m. - 5 p.m.	General Session, wrap-up, evaluation

* A Rural Kansas meeting will be scheduled at some time during the conference (1 hour).

CONFERENCE DETAILS

REGISTRATION: Registration fees are $15.00 for FUN members and $30.00 for nonmembers. This fee includes all conference costs (except for your lodging). We'd like to encourage pre-conference registration, but registration will be available at the conference. Registering early will help us plan meals and arrange car pools. If there are others who decide to come at the last moment, please bring them along.

You can register now by mailing in the registration form (on the inside back cover) with the names and number of people coming. Payment can be enclosed or paid at the conference.

When arriving in Manhattan, please stop at the registration center in the UFM House, 1221 Thurston, which will be open from 10-1:30pm on Friday, March 21 and on Saturday morning, March 22, from 8-9am.

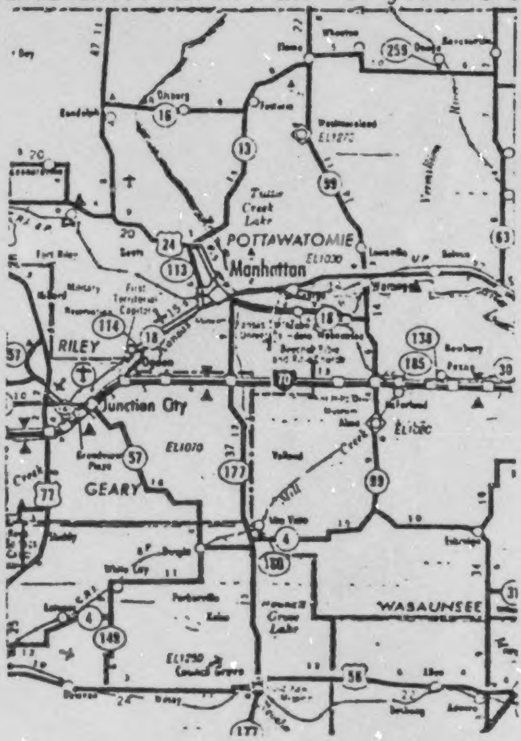
FACILITIES: Conference activities will take place at University for Man, 1221 Thurston, and at Justin Hall, Kansas State University. (see map

LODGING: Lodging is available at the Ramada Inn, 17th and Anderson, (913) 539-7531. The cost is $24.00 for a single and $32.00 for a double. Rooms are being held for the conference until March 7th. If you are on a low budget, and can't afford the lodging expenses, please contact UFM and we'll try to make alternate arrangements.

MEALS: Three meals will be served at the conference: supper on Friday, and breakfast and lunch on Saturday.

DRESS: Either casual or dress clothes are appropriate. Wear whatever you feel comfortable in.

TRAVEL: By plane: You can fly in to Manhattan from KCI airport, Kansas City, MO, on either Frontier or Capitol Airlines or take a bus from Kansas City to Manhattan on Continental Trailways. For pickups from the Manhattan airport, please call UFM, 532-5866.
By car: Cooperative rides to the conference will be arranged whenever possible. Notify us on your

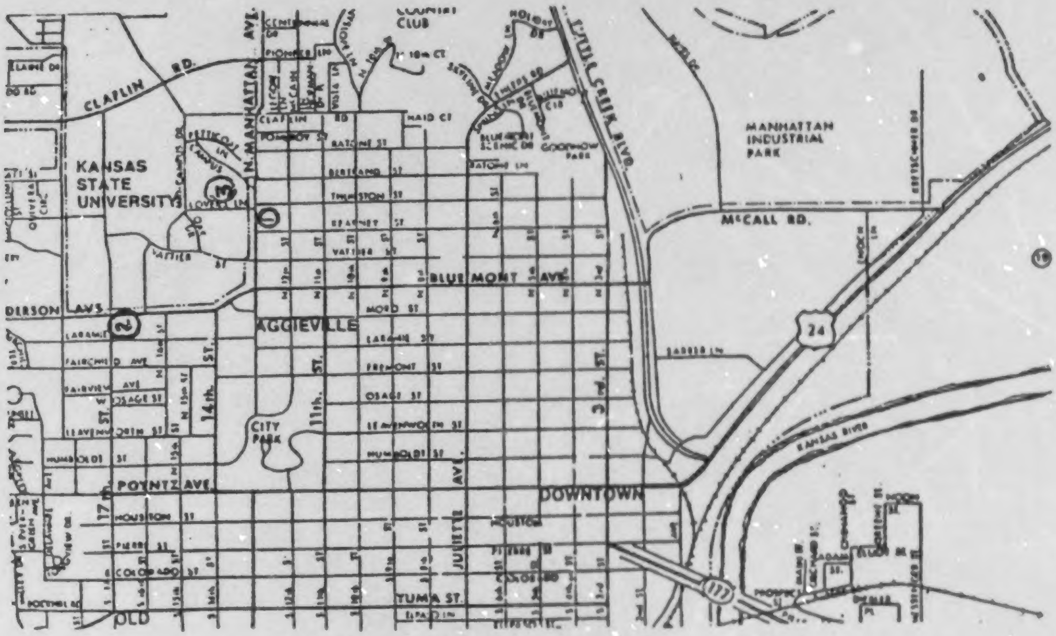


registration form if you have any room in your car or if you need a ride.

DIRECTIONS: Coming east or west on I-70, take exit 313 and take 177 north into Manhattan. 177N will turn right after you cross the bridge over the Kansas river. You'll be on 3rd St. and pass by Burger King on the left. Continue on 3rd St. until you come to Bluemont (Long John Silvers on the left). Turn left on Bluemont and travel to N. Manhattan Ave.. (this is actually 13th St., but due to superstition its called N. Manhattan). Turn right on N. Manhattan and go 2½ blocks, turn right into the UFM parking lot. The address is 1221 Thurston. The house is the large brick one at the corner of N. Manhattan and Thurston, with construction of a solar greenhouse taking place on the side. If the parking lot is filled, the side streets may have some space available. The house is within walking distance of the Ramada Inn.

FOR MORE INFORMATION: Call UFM at (913) 532-5866.

WHAT TO BRING ALONG: Besides friends who may be interested, we also encourage participants to bring free u. catalogs, learning network flyers and other publicity items for display and distribution. Literature tables will be set up during registration for catalog exchanges and other information. People can also bring items for sale, such as T-shirts.


COUNTRY CLUB
CLAFLIN RD.
KANSAS STATE UNIVERSITY
N. MANHATTAN AVE.
TUTTLE CREEK BLVD.
MANHATTAN INDUSTRIAL PARK
McCALL RD.
BLUEMONT AVE.
AGGIEVILLE
24
CITY PARK
14th ST.
11th ST.
3rd ST.
17th ST.
POYNTZ AVE.
DOWNTOWN
KANSAS RIVER
JULIETTE AVE.
TUMA ST.
177
1
2
3

① UFM House ② Ramada Inn ③ Justin Hall

UFM ACTIVITIES

Community Resource Act: This Act provides funding to set up community education programs all over Kansas. This legislation was approved in the 1979 session of the Kansas Legislature and 11 Kansas communities are the first to receive state money from the Kansas Department of Economic Development under the Act. Each program must be operated through local organizations, using community residents who voluntarily offer educational activities to all residents of the community. The eleven programs will get underway this spring with their first brochures.

Rural Renaissance in Kansas: Funding through Title I of the Higher Education Act provides money to set up workshops for community leaders in small towns in Kansas. People in over 50 rural communities had the opportunity to participate in the 5 regional workshops, concerning leadership skills and project resource assistance for community leaders. The workshop sights included Lindsborg, Wamego, Dighton, Plainville, and Iola.

FIPSE 5-State Project: The five state project, supported by the Fund for the Improvement of Postsecondary Education, involves helping groups in five states. In each of the states, UFM works with a well-established group or organization that can learn about the model and then disseminate the information throughout its network. The states are Oklahoma, South Dakota, Iowa, Missouri, and Kentucky.

UFM Campus Community Program: UFM offers over 900 classes a year locally. Some of the highlights of the spring session are: The Lou Douglas Series, (Lou was a dear friend, and professor of Political Science, who passed away recently), an aging series, a class on water resources in Kansas, the new darkroom, new tours, many classes on energy and the community gardens project.

Appropriate Technology: The big project for this staff right now is construction of the solar greenhouse. The building is 25% completed and when the warm weather resumes, so will the work. Upon its completion, the building will provide a tool workshop, greenhouse, lounge and kitchenette for community use. This facility will be accessible to handicapped citizens and will greatly expand UFM's potential for programming for these citizens.

REGISTRATION FORM

Return to University for Man, 1221 Thurston, Manhattan, KS, 66502 as soon as possible. Make checks payable to University for Man.

NAME(S) ______________________________

____

ORGANIZATION ______________________________

ADDRESS ______________________________

CITY ______________ STATE __________ ZIP ________

PHONE ______________

NUMBER OF REGISTRATIONS ________ @ $15.00 ________ (FUN members) @ $30.00 ________ (non-members)

1980 Free U. Network Membership dues ______________

PAYMENT ____________ enclosed ____________ will pay at conference

RIDE ARRANGEMENTS ____________ Desire a ride

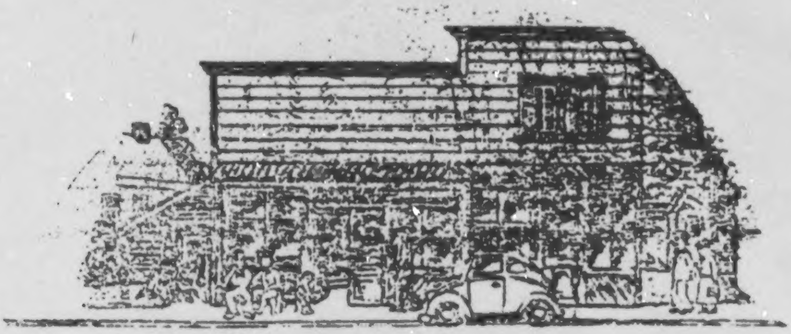
____________ Can provide a ride

AIRPORT PICKUPS. Day and time of arrival at Manhattan Airport

____

ANY ADDITIONS TO AGENDA ______________________________

Would you like to teach a mini-free u. class? ______________



University for Man
1221 Thurston
Manhattan, KS 66502

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APPENDIX G

National Invitational Meeting on Rural Postsecondary Education

PROCEEDINGS

The National Invitational Meeting on

Rural Postsecondary Education

Sponsored by:
U.S. Department of Education
Fund for the Improvement of
Postsecondary Education
Washington, D.C.

Coordinated by:
University for Man
Kansas State University
Manhattan

FOREWARD

Assumptions are prevalent in defining "rural." Some rural definitions relate to population counts and others to labor market bases and often have little or no relation to one another. A homogeneous definition of rural may never have been simple, but changing times make the issues more complex than ever in terms of rural people and communities. While there are many variations in natural resources and economic bases, isolation and regional differences are two of the strongest common factors to rural living. Can postsecondary education be designed and delivered to relate to the many different needs of rural adults? What does access and quality mean in rural areas where the availability of education dollars is usually appropriated on the basis of population?

The Fund for the Improvement of Postsecondary Education, FIPSE, has supported and encouraged a broad range of efforts to improve education for adults in rural areas. Over the past few years the FIPSE project directors, with projects focusing on different aspects of rural education, have gathered through ad hoc sessions at the annual project directors' meetings. They shared the positive outcomes of their localized activities and their frustrations at the lack of a national context to consider the differences in delivering education to rural America. The Fund recognized that appropriate and effective local improvements were being made at various places in the country. Concern was acknowledged, however, that there was no specific mechanism for sharing and developing what was being learned in relation to the larger framework of the country.

In the spring of 1981 FIPSE staff had many phone conversations with rural educators to identify the practitioners who represented improved rural models from a variety of institutions and organizations across the country. After much coordination the organizational efforts of Sue Maes and Bill Draves were engaged to design a forum for practitioners to share the experience of their practice, to establish linkages, to address second stage developments, to strategize economic possibilities, to plan for action networking, and to assess emergency problems and practices. At the close of the First National Invitational meeting on Rural Postsecondary Education a blend of tension and enthusiasm was evident with the participants as their group empowerment and focus was realized.

We hope that this conference report will be of interest to many audiences. Local and regional practitioners and planners in particular may find this information useful in setting the groundwork for new collaborations and responses.

Catherine Rolzinski
Program Officer
Fund for the Improvement of
Postsecondary Education

The Kansas City Initiative

by Richard J. Margolis

Twenty-eight rural educators, all of them specialists in lifelong learning, may have made history last summer simply by coming together. Certainly their three-day meeting in Kansas City, held June 29 through July 1, was the first of its kind for this generation of professionals, the women and men committed to bringing more educational opportunities to rural Americans.

The Kansas City Initiative was officially known as "The National Invitational Meeting on Rural Postsecondary Education." Sponsored by the Fund for the Improvement of Postsecondary Education (FIPSE) and organized by the University for Man, a center for community learning at Kansas State University, the conference drew educators from seventeen states and from all manner of rural learning institutions. Those institutions and their programs reflected the many facets of rural adult education today, both in the problems they commonly faced and in the model solutions they had separately devised. (See back cover for a list of participants.)

This report will examine four related aspects of the Kansas City Initiative: (1) the future it envisioned, (2) the past burdens it shouldered, (3) the practical questions it raised and tried to answer, and (4) the basic principles it began to formulate.

The Future: Struggling Towards Alliance

As participants saw it, their discussions in Kansas City signified a critical step forward in the long, seesaw history of rural adult education, a step that could carry them beyond the structures of isolation (that chronic rural complaint) and closer to the blessings of cooperation (that traditional rural strength).

The virtual rural quarantine that delegates sensed and hoped to dispel had, in their opinion, reduced their effectiveness in dealing with several important groups and institutions: with professional and scholarly colleagues, for lack of an association tailored to their needs; with other rural advocates, for lack of a broad rural network; with state legislatures and the U.S. Congress, for lack of a lobby; with the press, for lack of an organized information program; and with the general public, for lack of a means to challenge the widely believed myth of inevitable rural decline.

If the future of rural lifelong learning was to surpass its present, those were the chief organizational deficiencies that had to be addressed.

Many of those present felt oddly separated even from their own constituents, the rural citizens they daily served. True, the educators did clearly identify with their rural clients, especially with the difficulties they all faced. As Janet Gamble, a teacher at the Appalachian Labor School in West Virginia, observed:

> Those of us who teach in rural settings understand that we share certain hardships associated with both traditional and nontraditional education. We are without many of the teaching tools that adult educators in urban areas take for granted.

Yet it seemed to many that identification was mostly a one-way street, that their students, by and large, lacked a national rural consciousness that could make them full partners in the ongoing struggle for educational equity. The perception was bothersome, for it implied that something significant might be missing from the "rural curriculum."

Gamble again: "We must do all we can to link the particular experiences of rural adult learners in one part of the country to those in another."

Likewise, Pam MacBrayne, of the Mid-Coast Adult Learning Cooperative in Rockland, Maine:

> Most rural people are either not aware of what is possible in the area of education or are not aggressive in demanding equal access. [Therefore,] federal and state funding policies often have an anti-rural bias. . .

Those were old rural dilemmas that had the delegates groping for new approaches. In the end they opted for some kind of alliance, searching for a common label, a "hook" on which to drape their mutual aspirations. Some called for "an action network," others for "an information clearinghouse," still others for "a professional institute."

"Rural adults and youth are the product of an educational system that has historically short-changed rural people." — President Johnson's Commission on Rural Life.

Whatever the medium, the essential message remained the same: the rural lifelong learning movement was coming of age, and its first responsibility — the one it confronted in Kansas City — was that of self-definition. Accordingly, the participants endorsed an Action Agenda to address the needs of the rural adult learner and planned a follow-up conference to set this agenda in motion. (See Action Agenda.)

The Past:
Playing 'Catch-Up' in Rural America

If the group ended with the outlines of a long-range agenda in hand, it began it deliberations in a distinctly short-term mood. The feeling was strong and general that rural lifelong learning did not have a moment to lose, that there had already been too much damage done to communities and individuals, too many wasted opportunities, too long a period of "rural lag."

In an opening statement, Dr. Rodney C. Briggs, president of Eastern Oregon State College, precisely voiced the impatient consensus. "Enhancing rural postsecondary education," he said, "cannot just be left to evolve. We must rapidly catch up so that the adult rural learners are not lost forever. It is to this task that we dedicate ourselves."

Catching up quickly was the theme that shaped all debates, the prayer that informed all dialogues, even though — in the words of another participant — "America appears tired of its commitments to the disadvantaged. . .Goals that were esteemed in the 1960s have now lost their luster."

In truth, for generations of rural educators luster had been the scarcest of items. As far back as 1911, President Theodore Roosevelt's Commission on Country Life could single out ignorance as rural America's most pressing problem. Rural people, said the Commission, recognized that "all difficulties resolve themselves in the end into a question of education." Furthermore:

> The people realize that the incubus of ignorance and inertia is so heavy and so widespread as to constitute a national danger, and that it should be removed as rapidly as possible. It will be increasingly necessary for the national and state governments to cooperate to bring about the results that are needed in [rural] education.

There followed in the wake of the Commission's report a series of educational reforms aimed at helping rural citizens, the most important of which was the founding of the federal Extension Service in 1923, the first organized attempt by our national government to "export" learning beyond the city limits. But the effort, welcome as it was, came too late and too parsimoniously to suppress "the incubus of ignorance" in rural America. Its failure was officially confirmed in 1967 by yet another Presidential Commission on rural life, this one appointed by Lyndon B. Johnson. In *The People Left Behind* President Johnson's Commission proclaimed what rural Americans already knew:

> Rural adults and youth are the product of an educational system that has historically short-changed rural people.

So history weighed heavily on the educators who came to Kansas City, as did some familiar current statistics. Although rural residents made up less than one-third of the total U.S. population, they accounted for 42 percent of the functionally illiterate and for 53 percent of the "educationally deprived" (as defined by the U.S. Department of Education). In addition, nearly half of all rural citizens over 24 years of age had not graduated from high school — a figure that prompted several conference participants to question whether they were, in fact, engaged in "postsecondary education."

"Maybe," said one delegate, "we should call ourselves something else. How about 'The Committee for a Second Chance in Rural Education?' "

Practical Questions & Answers:
Facing Up to Rural Weather

The barriers that stood between rural citizens and their "second chance" were perceived by conference delegates to be mainly geopolitical, a familiar rural amalgam of too much distance and not enough power. A delegate from Colorado noted that his college's target territory encompassed 12,000 square miles of "some of the most inaccessible and weather-buffeted high country in the world." Most described similar natural constraints on their "delivery" efforts, but they pointed as well to another kind of "weather": poverty, unemployment, despair — the social winds that buffeted so many small communities.

The "models" or solutions presented were remarkably varied and often inventive. The delegates recognized that many of their programs were costly, and that rural people, though eager for learning, could not bear the entire financial burden. Help would have to come from a metropolitan public prepared to share the benefits of enlightenment. A comment by Myrna Miller, a dean at the Community College of Vermont, seemed to apply across the rural board:

> The level of both skills and intellectual development that rural students possess is frighteningly low. . .Vermont is a poor rural state. Neither the student nor the taxpayer can afford the price required to bring education to the woods. Without it the cycles of ignorance and poverty will continue to grind.

To meet the challenge of geography, some pinned their hopes on telecommunications, which, as one participant commented, "can turn a vast region into a small classroom." With television or radio, said another delegate, "a teacher can cross deserts and skip over mountains without ever leaving his chair."

Others placed their faith less in technology than in social organizing. They relied on outreach and extension programs, on regional learning centers, on schools-without-walls. Several explicitly rejected electronic communications on the grounds that the technique seemed "un-rural." As one critic explained, "Television does away with social intimacy. Face-to-face relationships are still an important part of rural life."

To overcome the consequences of despair (some called it "rural fatalism"), the delegates preferred three kinds of pedagogical medicine: special programming, individual counseling, and community development. These were staples of the educators' rural practice, often mentioned but not so often assessed. Yet it soon developed in discussions that another implicit set of ideas was being considered between the prescriptive lines. They were best expressed as philosophical tensions: individual needs vs. community needs, vocationalism vs. humanism, service delivery vs. self-government. As we shall see, the participants treated such riddles pragmatically, choosing whatever solution the occasion seemed to call for. In Kansas City, dogma was carefully spurned, and no single doctrine reigned supreme.

Special Programming: "Rural," the delegates insisted, was a word for all season and all contexts. Even within a single region, the educational needs of rural citizens were remarkably varied and sharply differentiated. Roger S. McCannon, director of continuing education at the University of Minnesota, Morris, spoke of "the dispersed population" in his area, which made necessary "a wide variety of special programming." Among the Morris offerings he listed were extension classes, conferences and workshops, a learning center, a school-without-walls, and a number of grant-funded projects on such subjects as rural women, older adults, ethnic history and energy alternatives. It was, in short, a characteristically rural bill of fare.

"Neither the student nor the taxpayer can afford the price required to bring education to the woods." — Myrna Miller, Dean, Community College of Vermont.

Margery S. Walker, who directs the rural education program at the University of Alaska, made a similar point. "Rural students," she noted, "are extremely diverse in their interests, heritages, educational levels, life styles and economic situations, but they share a common difficulty in securing access to college and university programs suited to their current needs."

Dr. Walker offered three typical examples of rural adults who were in search of special educational programs:

> A mother of three working as an aide in her local school is required to obtain training toward teacher certification.
>
> An airline cargo handler in a small village needs accounting and business courses to maintain his job as the company merges with a larger line and raises the standards for employees.
>
> A 22-year-old high school dropout has settled into a job and wants to start on a college course for which he will receive salary increments.

"These three people," said the Alaskan educator, ". . with commitments to jobs, families or communities, are seeking postsecondary education close to home."

It was generally understood, however, that rural adult education entailed considerably more than career training. For Janet Gamble it included courses "that reflect the vitality of rural culture, a culture that has been drowned out in a mass society." It also included "helping the learner to understand the larger context of his life." For Larry Stanley, president of Southeast Community College in Cumberland, Kentucky, rural lifelong learning ran the gamut "from cake decorating to Shakespeare."

"Some of my friends back home thought a course in cake decorating was frivolous," he said. "But the women who took the course had their own ideas. They proceeded to make money by decorating cakes for weddings and birthdays. They started a whole new cottage industry."

Meeting Individual Needs

Time and again the educators in Kansas City returned to considerations of their students' individual needs. The students' very adulthood — the fact that they brought with them a rich variety of prior loyalties and obligations — seemed to call for more flexibility and attention to the unique situations faced by adults in rural areas. As a delegate remarked, "It's up to the school to bend a little, to adjust its schedule to adult realities."

Teresa Momon, of Miles College in Eutaw, Alabama, offered one of many examples. Miles College students, she said, were primarily Black, rural and poor.

> The majority of our students are working adults with family and home responsibilities. This causes serious problems. . . Individualized instructional and tutoring services are very necessary to permit the student to adapt to the pace of college life and to keep up.

In general, it can be said that most of the participants in Kansas City espoused a traditional American philosophy, which holds that the most effective way to improve society is to improve each member in it, one at a time. On the other hand, delegates were also aware of alternative philosophies and of useful small group educational techniques. Some expressed their concern that too much individualization, expecially complete reliance on television or independent study without the human touch, would lead to a "lonely learner syndrome."

"Our students," said a participant, "are very conscious of their membership in one of several groups. . .Their needs for education are often expressed in the context of how to be a better member of that group and their participation is often motivated by their need for a group affiliation."

Community Development: The delegates' aggregate view on community development ran something like this: Rural people tend to think locally and to act socially. Therefore, the best way to reach them is through local programs that the whole community has a stake in.

"No town or community is too small to support a program of lifelong learning," declared Sue Maes and Bill Draves — both with the University for Man — in a paper prepared for the conference. "We need to integrate learning programs with social and community development."

The Maes-Draves model depicted educators as village enablers helping local citizens to plan and manage their own learning programs. Not all of the delegates endorsed all of that model, but most were sympathetic, even when they themselves managed more traditional "service delivery" systems. Margery S. Walker probably came closest to expressing the group's democratic inclinations when she observed that rural people want "a sense of ownership" in their learning programs:

> Having a say is a political as well as an educational issue. It bespeaks the right to participate in the planning, to contribute to the definition of programs and processes, to take part in the evaluation of the outcomes. Rural residents want to be assured that the educational services offered in their communities respond. . .to their priorities and needs.

Towards a Set of Principles

Although participants in the Kansas City Initiative did not have time to frame a formal statement of purpose (a task they will doubtless tackle at the follow-up conference), they did reflect through much discussion some generally held principles — the beginnings of which could be called a Bill of Rights. . .

Bill of Rights

1. People have a right to the benefits of lifelong learning regardless of age, race, income or place of residence.
2. Rural students are entitled to equity, both in the quality of education offered and in the variety of choices available.
3. Rural education has been short-changed for many generations. Therefore, the time to improve learning opportunities for rural Americans is now.
4. If the development of rural adult education is a national necessity, it is also a *national responsibility*.
5. The financing of rural lifelong learning cannot be borne exclusively by rural citizens; that obligation must be equitably distributed.
6. Rural people's educational needs, no less than those of their metropolitan brethren, are multiple and diverse. No single program, philosophy or technique can possibly satisfy their manifold requirements.
7. The best kind of education is one that the learners have helped to plan, execute and evaluate. Rural people want "a sense of ownership" in their educational programs.
8. Lifelong learning programs can strengthen rural communities, help dispel rural isolation, reduce rural poverty and sustain rural democracy.

Rural Postsecondary Action Agenda

1. Establish a permanent professional alliance that would serve as a Clearinghouse for Adult Rural Education.
2. Advocate an institute for small, rural educational institutions.
3. Undertake a comprehensive national study of rural adults and their educational needs.
4. Design strategies to focus national media on rural educational needs.
5. Undertake "consciousness raising" about rural concerns in local regions.
6. Develop a means of linking with educational telecommunication projects around the country.
7. Establish a steering group to plan for professional development activities among rural postsecondary educators.
8. Stimulate rural postsecondary education publications through professional organizations.
9. Develop rural concerns advocacy in professional associations.
10. Develop contact sources for funding rural programming.
11. Develop ways to disseminate ongoing progress.

The National Invitational Meeting on Rural Postsecondary Education

PARTICIPANTS

Robert Anderson
Anderson, Byrd & Richeson
Attorneys at Law
Second & Main St.
P.O. Box 7
Ottawa, Ks. 66067
(913) 242-1234

Brian Brightly
Director of Education
National Public Radio
2025 M St., N.W.
Washington, D.C. 20036
(202) 822-2070

Dr. Rodney Briggs
President
Eastern Oregon State College
LaGrande, OR 97850
(503) 963-2171

Martha Butt
Program Associate
Northwest Area Foundation
West 975 First National Bank
St. Paul, MN 55101
(612) 224-9635

David Davison
Eastern Montana College
School of Extended Studies
Billings, MT 59101
(406) 657-2287

Bill Draves
University for Man
1221 Thurston
Manhattan, KS 66502
(913) 532-5866

Paul Franklin
Zig Zag Star Route
Rhodedendron, OR 97049
(503) 622-4855

Janet Gamble
Southern Applachian Labor School
West Virginia Institute of Technology
Montgomery, WV 25136
(304) 442-3294

Mike Harper, Aide
Senator Nancy Landon Kassebaum
4200 Somerset
Prairie Village, Ks.

Dick Jonsen
Western Interstate Commission for
Higher Education
P.O. Drawer P
Boulder, CO 80302
(303) 497-0205

Pam MacBrayne
Mid Coast Community College
University of Maine
456 Main St.
Rockland, ME 04841
(207) 594-8631, 596-6979

Tom MacMillan
Center for Education & Manpower
Resources
1900 Mosswood Rd.
Ukiah, Ca. 95482
(707) 462-0132

Sue Maes
University for Man
1221 Thurston
Manhattan, Ks. 66502
(913) 532-5866

Dick Margolis
(Rural America)
R.F.D. #1
Georgetown, CT 06829
(203) 544-9295

Roger McCannon
226 Community Services Bldg.
University of Minnesota, Morris
Morris, MN 56267
(612) 589-2211

Steve Mills
Colorado Mountain College
526 Pine St.
Glenwood Springs, CO 81601
(303) 945-9196

Myrna Miller, Dean of the College
Community College of Vermont
P.O. Box 81
Montpelier, VT 05602
(802) 828-2401

Teressa Momon
Miles College Eutaw
P.O. Box 832
Eutaw, AL 35462
(205) 372-9305

Fred Pfluger
Staff Director
House Appropriations Committee
Rayburn Bldg.
Washington, D.C.

Catherine Rolzinski
Fund for the Improvement of
Postsecondary Education
7th & D St. S.W.
Washington, D.C. 20202
(202) 245-8100

Ric St. Germaine
Director of Education
Lac Courte Oreilles Tribe
RT 2
Hayward Wisc. 54843
(715) 634-8924

Ernie Sansgaard
Executive Director
Farmland Industries Training
Box 7305 Dept. 23
Kansas City, Mo 64116
(816) 459-6431

Larry Stanley
Southeast Community College
Cumberland, KY 40823
(606) 589-2145

Margery Walker
Rural Education
2221 E. Northern Lights Blvd.
University of Alaska
Anchorage, AK 99504
(907) 274-9648

Ann Swanson
North Central Regional Library
906 S. Garfield
Mason City, Iowa 50401
(515) 424-5710, 421-4349

Doug Treadway
Eastern Oregon State College
La Grande, OR 97850
(503) 963-2171

Ted Wishropp
Director of Development
Division of Continuing Education
Kansas State University
Manhattan, KS 66506
(913) 532-5560

AUTHOR

Richard J. Margolis is a noted journalist who has written extensively on rural affairs for newspapers, journals, foundations and government agencies. He is founding chairman of Rural America Inc., a Washington based non-profit organization.

SPONSOR

THE FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

The Education Amendments Act of 1972 authorized the Secretary of Health, Education, and Welfare to improve postsecondary educational opportunities by providing assistance to educational institutions and agencies for a broad range of reforms and innovations.

To implement this authority, the Secretary established the Fund for the Improvement of Postsecondary Education, a separate organizational unit now within the Office of Postsecondary Education, U.S. Department of Education.

WORKSHOP PLANNERS & COORDINATORS

William Draves
Sue Rieger
Sue Maes

WORKSHOP FACILITATORS

Doug Treadway
Paul Franklin
Catherine Rolzinski

COORDINATION

UNIVERSITY FOR MAN

University for Man (UFM) is a community based center for learning in Manhattan, Kansas. UFM's Outreach Program provides technical assistance to individual communities interested in beginning a free university/community education program in Kansas or the greater Midwest.

During the past seven years, more than sixty programs have been set up in communities as large as Abilene, KS., population 8,000, and as small as Olsburg, Ks., population 170. The programs offer noncredit classes to the general public in which citizens share their ideas, skills and knowledge about themselves.

"The philosophy behind these developments is simple: people in rural areas are often their own best resources." — Rural America.

Every town, no matter how small, has a wealth of untapped human resources within it. Teaching and sharing among neighbors and friends not only promotes learning, but enhances the sense of community in a small town, increases social cohesion, and can lead to projects and community development activities that go beyond classes and group meetings.

The Outreach Program also disseminates the UFM model through existing delivery systems, such as public libraries and Cooperative Extension Services, on a regional basis.

NEXT STEP

This report embodies the beginning of an endeavor by educators from a variety of disciplines to call to national attention the pressing needs of educational delivery services to rural adults. As can be seen in the Action Agenda the task is only beginning. If you or a representative of your organization wish to become part of this process please convey your interest to Sue Maes at the following address.

For further information or additional report copies write:

Sue Maes
University for Man
Kansas State University
1221 Thurston
Manhattan, Ks. 66502

AUG 1984
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APPENDIX H

Kentucky Monthly Reports and Evaluation Forms

SOS LEARNING NETWORKS EFFECTIVENESS SURVEY

This survey was done by the Coordinator for the purpose of meeting the criteria for reporting on Kentucky's "Outstanding Project", Sharing Our Selves Learning Networks, to the National Extension Homemakers' Council in April, 1981. For that effort Kentucky received the Family Life first place award. The eight existing SOS Learning Networks were surveyed.

AVERAGE BASED ON 14 SEMESTERS (which have been held to date in Kentucky in 8 counties)

	TOTAL	AVERAGE
COURSE OFFERINGS	266	19
ENROLLMENTS	3,231	231
TEACHERS (Sharers)	280	20
STEERING COMMITTEE (number of volunteer members)	117	8
OTHER VOLUNTEERS	160	11
TOTAL INVOLVEMENTS	3,788	271
NEW INVOLVEMENTS - previously unreached	2,178	156
HOMEMAKERS/4-H participants as sharers, learners or other	1,527	109
PUBLIC VISIBILITY (EIP=Exposures in print)		
CATALOGS	115,300 EIP	8,236 EIP
(CIRCULATION X 3 = READERSHIP)		
NEWSPAPER COVERAGE		
STORIES:	3,502,960 EIP	250,211 EIP
ESTIMATED READERSHIP - (EXPOSURES IN PRINT) (combined)	39,958,236	2,854,150
PRESENTATIONS TO GROUPS (15 GROUPS)	605 people	43
BUSINESS AND AGENCY INVOLVEMENTS	96	7
COST TO COOPERATIVE EXTENSION SERVICE		
PAPER COSTS	$161.73	$12.00
AGENT TIME (HOURS)	582	42
OTHER (SEC.)	562	40
TOTAL HOURS	1,144	82

AFFECT ON CES PROGRAM IN GENERAL: HELPED ☒ HINDERED ☐ (unanimous)

FIPSE staff questionnaire

1. In your opinion, why did this project work in some states and not others? Was it the institutions, personalities or special circumstances that made the program successful or unsuccessful?

Both

In my opinion institutions and personalities played a role in determing success in Kentucky.

Since it is the business of the Cooperative Extension Service to take informal learning to the grassroots, a business which CES has been engaged in for 68 years, really the first community education, the Free U concept was easily accepted by CES county professionals and their clientele.

The personality enters the picture in the form of a middle-aged, traditional appearing matron who seemingly radiates respectability, thus giving SOS Learning Networks credibility. That personality is the Kentucky coordinator, a woman with many years experience as a state Homemaker and CES leader. With that background, it was not too difficult to get the counties caught up in this "radical" idea before they realized it. CES is constantly seeking ways to reach new audiences, involve more volunteers, expand programs, gain more visibility, etc. In the spring of 1981, eight SOSLNs were operating. Two semesters are are usually held except for Ludlow 4-H Free University which has an urban setting and summer classes don't interfere with occupational concerns of planting and farming.

In my opinion, SOSLN would not have had the phenomenal success it enjoyed had it not been for the 68 years of ground work which had been done by CES, for the well-grounded coordinator, for the concept meshing with the CES mission, for the fact that the SOS project had been voted on and accepted by an assembly of 30,000 Kentucky Homemakers before SOSLN joined UFM, and for the fact that timing is right for such a concept. UFM gave me the tools to get started and go for 1½ years.

The past year has brought exceptional success to the SOSLN program, a year in which I have worked full time under a federal Department of Education grant. During that time, nine more SOSLNs have started and five will start in the spring, a slide/sound presentation was produced, a photo essay published, state and national awards were won for SOSLN, a manual was produced and a conference involving interested CES people from Kentucky and other states was conducted. One of those states will most probably enter into the SOSLN program which is adapted from the UFM model to fit CES. It is important to realize that every state CES program is operated differently. Kentucky is one of the most progressive states in involving lay clientele in CES programing. To another state, this idea might be threatening. And we are not finished softening Kentucky CES to the idea.

In Kentucky, we first proved that it works in the counties and then the top brass couldn't ignore those numbers and success stories.

That is the story of Kentucky's success in a nutshell. I cannot speak for other states. But where the CES network of county professional -lay programming is not already established, it will take considerably longer than the FIPSE grant period and considerably more money. To my knowledge, it was not as successful in any other setting with the same wide range of coverage, geographically, and in number. CES is the ideal setting depending upon the state set-up for CES and the person hired to coordinate the program.

2. How useful were the training sessions? Please discuss all of those you attended. What was most valuable and least valuable?

September 28-30 Philosophy of free u's.
Grade A+

2. (COntinued)

This training was most valuable. The free u concept is so very simple that it takes awhile to sink into the muddled up conciousness of THE average person. This training which was done in a kind spirit of good will and open sharing and gentle tolerance was a very good introduction to the program. I certainly hope that in an effort to be accepted by the traditional elements, UFM doesn't succumb to a business like approach all together and lose the warm charm of its beginnings. Sometimes it's nice to be nice and remember beginnings and original purpose.

July 9-10 Future Directions
Grade A

This was more down to earth inspiration and direction. Again, let me state, that instruction and prob lem-solving sessions conducted by UFM in Kansas helped me to set priorities and adapt the **UFM model** to CES in Kentucky. The spirit in which it was done was heart warming.

November 20-21
Grade A

Aside from freezing my tootsies and everyting else, this was , also, an excellent session. It is hard to recall all that took place, but I remember coming away with helpful information.

CES could not spend the time **UFM** felt necessary on fundraising because that is not pertinent in Kentucky CES. Clientele are trained, from the start, how to accomplish charitable goals. Professionals are prohibited by law from being involved in money handling. CES is mandated to develop leadership in the grassroots clientele for the purpose of personal and community development and advancement.

3. Were the on-site visits helpful? Was there regular communication between you and your liason?

Yes.

4. Was there an area of Knowledge that you felt was missing in training? An area that was over emphasized?

As I have mentioned before, **CES** is a special case. All knowledge had to be adapted. Bits and pieces of this information and instruction were invaluable in building a working whole.
I have already addressed fund-raising.

5. Was it beneficial or problematic to have people representing various institutions and backgrounds involved in the training?

I don't know whether you mean in the "trainees" or "trainers," but, in both cases, I'll have to say "mildly beneficial."

6. Were the UFM publications useful? What suggestions for improvements would you make?

Yes. It was good to have a variety of people reading about UFM and SOSLN. Thanks for using our mailing list.

The format of your "old" **RURAL REPORT** was informal, easy to read, a nice change from the slick newsletters of other ventures. In a way, I miss it. The present newsletter is neat and traditional, but it it like every other newsletter. UFM in a uniform??????

7. What are the advantages or disadvantages of your institution sponsoring a free university?
   Advantages are:
   There is paid personnel in every county of the country
   There are volunteers in every county who have been trained in leadership by CES
   Both of the above create a network which is fertile ground for SOSLN
   SOSLN fits the CES mission
   SOSLN allows clientele to learn in areas where CES personnel are not experts
   Disadvantages are:
   The giant structure of CES is difficult to impress
   Traditional funds are frozen which makes it more difficult to sell a new idea
   The superstructure creates protocol and "channels" which slow up progress
   Agriculture gets the main chunk of the money
   Since CES money comes from the USDA, there is fear of auditing in areas not directly related to farming and family development

8. Other comments and suggestions.
   If I have a criticism of UFM it would be that on-site visits were not always at convenient times for us. However, I think that that may have been the decision Sue Rieger.
   On the other hand, I may have been a frustration to her because I was not working on my own but had to keep CES happy and follow their mode of operation. Had I not been sensitive to CES, we could have failed in Kentucky.

Sent to :

1) Sandy D/Jean K.
Box 486
Harrah, OK 73045

2) Arlene Gilbern
181 Thomas Pike
Ft. Mitchell, KY
41017

University for Man
1221 Thurston
Manhattan, Kansas 66502
(913) 532-5866

July 29, 1981

Dear FIPSE grant participant:

It has been an interesting two years watching this project unfold and getting acquainted with all of you. We thank you for your cooperation. We are now in the process of writing the final report to let FIPSE and the rest of the world know of the success and stumbling blocks we encountered. We have learned much that we will apply to future UFM Outreach projects.

We are requesting that you complete the following information and mail it to us on or before August 21, 1981. Please adhere to this date, so that we may meet the deadline FIPSE has given us. Upon receipt of the information listed below, UFM will forward the final payment of the FIPSE grant to your state.

1) Complete any back monthly report forms through June, 1981.

2) Complete evaluation questionnaire on UFM training and technical assistance. (enclosed)

3) Write an outcome and impact statement (4 pages/double spaced) regarding what happened in your state following the outline below:

    I. Outcome and impact statement

        A. Quantifiable terms

            1. How many clients benefited?
            2. What were their characteristics, i.e. race, age, and income level?
            3. In what way did they change? How do you know?

    (You may not be able to address all these questions, but you should be as specific as possible.)

        B. What happened as a result of your project?

            1. to the intended beneficiaries?
            2. to those directly involved in the project?
            3. to the immediate setting where project operated?
            4. to the wider setting where indirect effects may have occured?
            5. what unintended consequences occured?

We are notifying you that we will be conducting phone interviews with local program coordinators, as specified in the FIPSE grant. This will be to evaluate the training, technical assistance and guidance that you provided to local programs.

If you have any questions, please contact Carol Smith.

Thanks again for your participation.

Sincerely,

Carol A. Smith
Director, Outreach

CS/sm

Use back and additional sheets if necessary.

FIPSE Staff Questionnaire

1. In your opinion, why did this project work in some states but not others. Was it the instructions, personalities or special circumstances that made the program successful or unsuccessful?

2. How useful were the training sessions? Please discuss all of those you attended. What was most valuable and least valuable?

September 28-30, 1979 Philosophy of free u's.

Dec. 12-13 How To session

March 21-22, 1980 Midwest Community Education Conference

July 9-10, 1980 Future directions

November 20-21, 1980 Statewide Recognition

April 3-4, 1980 Midwest Free University Conference/Fundraising Workshop

June 11-12, 1981 Future directions/evaluations

3. Were the on-site visits helpful? Was there regular communication between you and your UFM liason?

4. Was there an area of knowledge that you felt was missing in training? An area that was over emphasized

5. Was it beneficial or problematic to have people representing various institutions and backgrounds involved in the training?

6. Were the UFM publications useful? What suggestions for improvements would you make?

7. What are the advantages or disadvantages of your institution sponsoring a free university?

8. Other comments and suggestions.

Four State Outreach Monthly Report - University for Man

Month October '79 State Kentucky Person Reporting Arlene [illegible]

1. Activities for the Month (Please state what you did, and how you did it):
a. October 11 — Met Gippy Graham, Unit Director for Ky. Community Ed., in Lexington. Discussed our program for 5 hrs.
b. Oct. 18-20 — Wrote the SOSLN Brochure
c. Oct 22-24 - " presentation for Ky Community Ed Conference
d. Oct 25 — Collected C.E.S. materials for K.C.E.A.
e. Oct. 28-30 Ky. Community Ed. Assoc. conference in Louisville. Did "paper" on 30th!
f. Oct. 30 Spoke about SOSLN & distributed brochures at Kenton County Annual Meeting.

2. Results (Briefly state what the results, either short term, or potential long term results, of your month's activities were (e.g. Activity-talked to school principal; Result-gained commitment to use school building for classes):
a. Meeting with Gippy Graham — resulted in being asked to Com. Ed. Assoc. at their expense. Joined K.C.E.A., gave presentation & showed U.F.M. film, was a "hit."
b. The first SOSLN brochure was off the press for the KCE

3. Problems (What problems did you encounter, questions arise, or activities that were difficult):
The problems encountered were difficult to solve & have not been:
a. How to have C.E.S. Public Information's help with printed material without their wiping out our meaning.
b. How to work with Ky. Community Ed. Assoc. without being devoured.

4. Next month's Activities (State major activities for the coming month):
a. Present SOSLN to the State Board of Kentucky Extension Homemakers Association, and questionnaire
b. Distribute 2000 brochures to Area presidents to be given to club presidents in their area at K.E.H.A. Bd. mtg.
c. Continue to spread the SOSLN word throughout C.E.S. land

This report must be mailed by the 20th day of each month.

ove

During the month of October I explained SOSLN at Annual Meetings in Grant, Owen Boone, Campbell & Boone Counties ~~Annual meetings~~ for the Homemaker Association

Four State Outreach Monthly Report - University for Man

Month November '79 State Kentucky Person Reporting Arlene Gibson

1. Activities for the Month (Please state what you did, and how you did it):

Nov. 8 a. Made presentation to KEHA Bd meeting in Lexingto
Nov. 8 b. Distributed brochures & questionnaire surveys to K
Area presidents to be given to 2000 club presidents
Nov. 12 c. Contacted Bill Duncan, Mountain Association for
Economic Development?
Community Education & Development? in Berea.
d. Sent brochure & questionnaire to Dr. Tichenor

2. Results (Briefly state what the results, either short term, or potential long term results, of your month's activities were (e.g. Activity-talked to school principal; Result-gained commitment to use school building for classes):

a. Created some curiousity & interest in SOSTK at KEHA Bd meeting
b. Brochures were distributed & questionnaires are beginning to return.
c. Sent Ky. "Treasure Trails," brochure & information to Bill Duncan

3. Problems (What problems did you encounter, questions arise, or activities that were difficult):

Not receiving grant money because of red tape

4. Next month's Activities (State major activities for the coming month):

a December is not a good month for Homemak since they consider this a fun month - no business
b. Plan to attend workshop in Manhattan Kansas, U.F.M.

This report must be mailed by the 20th day of each month.

November 29 - Attended a Family Life Conference in Lexington. Sam Quick introduced me to the group as SOILW coordinator & I explained a little about the program. Sam also had put our brochure in the registration packet. This meeting was for Kentucky CES professionals from all over the state.

Four State Outreach Monthly Report - University for Man

Month December '79 State Kentucky Person Reporting Arlene [illegible]

1. Activities for the Month (Please state what you did, and how you did it):

a. Brochure & questionnaires are coming in.

b. Wrote letters to Dr. Barnhart, Dean of College of Agriculture, Dr. Utz, Northern Ky. Area Director, Dr. Doris Tichenor, Asst. Dean for Home Economics and Community Development, with brochure & explanation of project.

2. Results (Briefly state what the results, either short term, or potential long term results, of your month's activities were (e.g. Activity-talked to school principal; Result-gained commitment to use school building for classes):

a. Of the brochures coming in, about 1/2 are positive - definitely want me to come & start SOSLN; 1/3 are "maybe but we need more information."

b. Have been given permission by Dr. Utz to move Area Office in Covington.

3. Problems (What problems did you encounter, questions arise, or activities that were difficult):

Problems are same as before.

Could really use more support from the upper levels of the C.E.S.

4. Next month's Activities (State major activities for the coming month):

a. January will move into new office

b. Will try to start 3 free Us. Grant, Kenton, &.

This report must be mailed by the 20th day of each month.

This month was a workshop month in Manhattan, Kansas. I was pleased to attend & received inspiration as well as information.

Four State Outreach Monthly Report - University for Man

Month January '80 State Kentucky Person Reporting Arlene Gibeau

1. Activities for the Month (Please state what you did, and how you did it):

SEE BACK

a Jan. 3 moved into my new office across the hall from a Massage Parlor. This was very strange — no one suspected me.

b. Sent Gippy Graham SOSLN information to date.

c. Met with Campbell County Home Ec agent & Dayton community Ed. man Tom Glenn who wants to cooperate with SOSLN.

(OVER)

2. Results (Briefly state what the results, either short term, or potential long term results, of your month's activities were (e.g. Activity-talked to school principal; Result-gained commitment to use school building for classes):

The result of the Grant County Visit is a ~~#77~~ Free U there called Grant County Community Skills exchange.

Jan. 28th meeting resulted in curriculum being established & free space volunteered for classes.

3. Problems (What problems did you encounter, questions arise, or activities that were difficult):

The Home Ec agent in Campbell County was willing to cooperate with Tom Glenn with Dayton Community Ed. but the women of the county Homemaker Association didn't want to become involved even though one is a member of Dayton Com Ed.

4. Next month's Activities (State major activities for the coming month):

February's main activities will be regular meetings with Grant County steering committee a ~~Kenton C~~ Northern Ky Area professional meeting a three day Cooperative Extension Council meeting where I can finally explain SOSLN to the entire

This report must be mailed by the 20th day of each month.

Cooperative Extension Council of the State from the Dean down

I.

d. Jim Killacky came to Kentucky

e. Killacky & Gibeau showed UFM Film & explained SOSL N on Grant County to Home-
f. makers' Council meeting.

f. Killacky & Gibeau showed UFM film & & explained SOSL N to Mammoth Cave Area Professionals at Barren River State Park

g. Gibeau went back to Grant County on the 28th to start the Grant County Community Skills Exchange.

f. Killacky & Gibeau and Sam Luck met with Community Ed people of Ky., Gippy Graham, Don Butler, Don Patrick, Gene Cantrell etc. in Louisville. Discussed how I can work with them & writing proposal for next years grant. My opinion of the meeting was that things were made intentionally vague by Don Butler (I hope) & that I could make no commitment in the face of such vagueness. I couldn't be included in their grant proposal.

BEST COPY AVAILABLE

Four State Outreach Monthly Report - University for Man

Month February '80 State Kentucky Person Reporting Arlene Gibson

1. Activities for the Month (Please state what you did, and how you did it):

a. Explained SOSLN to Northern Ky. Professionals at their regular program planning meeting
b. Met every week with Grant County Community Skills Exchange steering committee.
c. Met with Barbara Baxter, Ludlow 4H agent about SOSLN.
d. Attended Cooperative Extension Council state meet

2. Results (Briefly state what the results, either short term, or potential long term results, of your month's activities were (e.g. Activity-talked to school principal; Result-gained commitment to use school building for classes):

a.c. The result of meeting with N. Ky Proffessionals was the meeting with Barbara Baxter & set a date to meet with the Ludlow Directors & the Committee for a [illegible]
b. Grant County has all their teachers & is planning [illegible]
d. Was given a spot on the program to explain

3. Problems (What problems did you encounter, questions arise, or activities that were difficult):

a. Still no money
b. Kenton County Home Ec. agent wanted to run all SOSLN activities in Kenton includ Ludlow. She reported me to Dr Utz for not lett her run things. Kenton 4H agent told Dr Utz that Ludl (ov

4. Next month's Activities (State major activities for the coming month):

a. Grant County Community Skills Exchange will put out brochure & register.
b. Will meet with Ludlow Directors & steering Committee & show U F M. film.
c. Will get chance to tell 1500 CES people & Homemakers about SOSLN.

This report must be mailed by the 20th day of each month.

I cont.

d. ing as an Area Delegate.

e. Visited and explained SOSLN and Grant County Community Skills Exchange to the Grant County Weekly Newspaper staff.

II cont.

d. SOSLN, its beginning and where we are going. Got UTM brochure and SOSLN brochure and Rural Community Ed. Report into Dr Ragland's hands – he is very interested.

e. Grant County Weekly newspaper has run a story about Grant County Community Skills Exchange each week with a front page feature story about one of the teachers from CED during Teenage Parenting class.

III cont.

b. Free U can go ahead only if Home Ec. agent is not involved. Dr. Utz told Home Ec agent to stay out of it but take the credit for it.

Four State Outreach Monthly Report - University for Man

Month March '80 State Kentucky Person Reporting Arlene Gibson

1. Activities for the Month (Please state what you did, and how you did it):

a. Explained SOSLN to Campbell County Home-makers Council.

b. Attended Ky. Extension Homemakers Assn. State meeting for a week.

c. Conducted Kenton County Extension Council Meeting.

(OVER)

2. Results (Briefly state what the results, either short term, or potential long term results, of your month's activities were (e.g. Activity-talked to school principal; Result-gained commitment to use school building for classes):

a. Campbell County is still not excited.

b. Reported on SOSLN to KEHA Bd. of Directors Showed Grant Co. brochure to the entire assembly and explained SOSLN. Also made arrangements to visit Wilderness Trail Area meeting next mo.

c. Created interest in Kenton C.E. Sat meeting. Had

3. Problems (What problems did you encounter, questions arise, or activities that were difficult):

Grant County Community Ed. had classes in March. It didn't hurt our program — but now they want to cooperate (wouldn't before) & I'm wondering how to make our philosophies compatible. Am not worried. It strength of SOSLN there.

4. Next month's Activities (State major activities for the coming month):

Will meet with Wilderness Trail Area, Pendleton County Council & C.E.C. Also Area Council, Carroll County Annual Mtg. Campbell County Annual Meeting & meet Gail Lann of Teacher Corps Community School Council of Ky.

This report must be mailed by the 20th day of each month.

I cont.

d. Sue Mace arrived & we attended Ludlow Town Meeting. Showed UFM Film & explained it.

e Had follow-up meeting with Ludlow sti Committee.

f. Talked & showed U F M film to Grant County Kiwanis Club.

II cont.

c. invited N. Ky. Post (daily newspaper) editor & made arrangements for interview & story. Made front Page for Ludlow Free U

d. Stiering committee of Ludlow Free U met, set up calendar, survey & possible curriculum. Have publicity person material for local paper.

f. Found some of Kiwanis attending were teachers others said they would support Grant County Skills Exchange program. Will meet with them again & put them on Bd.

Four State Outreach Monthly Report - University for Man

Month April 1980 State Kentucky Person Reporting Arlene Gibeau

1. Activities for the Month (Please state what you did, and how you did it):

Apr 2. Moved into new office - 4H Center, 231 Elm Ludlow,
" 3. Checked on Grant County Community Skills Exchange which started classes on Apr. 1, 1980. All is going well.
" 4. mailed progress report & clippings to Dr. Tickenos.
" 7. Made presentation on Free U's in Pendleton County, Ky. showed f
14. Presided at County Extension Council Meeting, made SOSLA report to group including Dr. Uty & all Kenton County profession OVER

2. Results (Briefly state what the results, either short term, or potential long term results, of your month's activities were (e.g. Activity-talked to school principal; Result-gained commitment to use school building for classes):

a. Pendleton County formed a steering Committee for starting a fall term.
b. In Wilderness Trails Area, Bell County, Clay County & Knox County want to start Fall terms. Will meet with them June, 18, 1980. They will bring other Community leaders. Whitley County is also interested will call & correspon with Agent to have her join us on June 18.
C. Gail Lamn is coming here on Apr. 28.

3. Problems (What problems did you encounter, questions arise, or activities that were difficult):

Only problem is covering the entire state — it's not Texas but what is? The problem is I am not quadruplets but who is?

Otherwise Sam & I work out our long distance communications satisfactorily.

4. Next month's Activities (State major activities for the coming month):

1. Grant County Community Skills exchange teachers & Steering Committee will meet to evaluate & do short & long term planning.
2. Pendleton County steering committee & I meet to kick off their county's Free U.
3. Work with Ludlow Free U. steering committee to do OVER

This report must be mailed by the 20th day of each month.

BEST COPY AVAILABLE

1. (Cont.)

April 17 - Called Gail Lann, Teacher Corps Community School Council, Louisville, Kentucky.

" 18 - made SOSLN presentation to Wilderness Trails Ar Homemaker Council Meeting in London, Laure County, Kentucky.

April 22 Installed Homemaker officers in Carroll County & Reported on SOSLN.

" 24 Installed Officers in Campbell County

" 26. Got my only son married.

4 (Cont.)

Brochure & Registration. Classes start on June 1

Jim Killacky VF M

Learning
Network
#. 1

LOCAL SOS LEARNING NETWORK: DEVELOPMENTAL PROFILE

Completed by: Arlene Gibeau 1980 - March 31

Name of County	Grant
Name of Specific Community	Williamstown & Dry Ridge
Strategy meeting with local CES Agent (name of agent/s and date of meeting)	Home Ec Agent - Nancy Eckler Meeting with Homemaker Advisory Council Jan. 22, 1980
Who in community initially expressed interest in an SOS Learning Network?	Initial interest shown by Home Ec Agent, Nancy Eckler
Steering Committee formed? (Yes/No) Date of formation; comments	Steering Committee formed after Advisory Council Meeting on January 22, 1980.
Cooperation with local Community Education System: (Yes/No) Comments	Previous experience of CES & Community Education in that location trying to work together was not successful. Community Ed. wasn't willing to allow CES to use the schools or have input into program of Com. Ed.
Name community groups involved.	At present: Homemakers - Agriculture Agent - churches - bank Plan to involve: Chamber of Commerce, Kiwanis, Rotary, Jaycees, Church groups and any other in community
Name chosen for local Learning Network	Grant County Community Skills Exchange

ocal coordinator of earning Network identified? ([✓ Yes]/No; name, phone, address) Comments	ch Loretta Justice Rte #2, Reeves Rd Dry Ridge, Ky 41035 (606) 823-2651 co-ch Jean Nelson Rt. 2 Williamstown, Ky 41097 (606) 824-6787 Nina Hoppert.. Rt 2 Dry Ridge, Ky 41035 (606) 824-4071
lderly involvement ([✓ Yes]/No) Describe	Yes. Teaching - Tatting Instructor is 82 &d sat in on planning Learning meetings. Quilting, needlepunch &d aluminum tray instructors are Senior Citizens. Many elderly enrolled
Teen involvement ([✓ Yes]/No) Describe	One course on "Teen Age Parenting" with emphasis on the teenage parents, their children &d the effect on the Community Ministers &d their wives asked that this be put on a night when they can attend because they need help in this field. Summer semester will involve more.
Starting date for first course offerings. Number of courses offered and umber enrolled.	April 1st 15 Courses offered 160 Enrolled
Has the Learning Network eived local media overage? ([✓ Yes]/No) Describe	Yes. There has been a story each week in the Williamstown Newspaper about the establishment of the Learning Exchange, courses offered &d teachers featured, registration dates &d information &d an account of my talk to Kiwanis. They continue to cover weekly.
Evaluation: method esults	1. Students are given evaluation sheets to fill out - may or not sign 2. Teachers &d Steering committee will meet to thrash it all out 3. The Steering Committee, State Coordinator &d County agent will meet to use evaluation to plan for next semester.

State Coordinator will be present 2 &d 3 above.

	② newspaper supported project & courses taught by [illegible]
Relative Strengths	③ The Chairman & Co Chairman are strong & determined [illegible] sky. This was a challenge to them which could be very important to them & community if it succeeded. They made it succeed ④ Nancy Eckler, Home Ec Agent supported project as did 4H & Ag agent
Relative Weaknesses	1. It would have been a help to have had active support from more of community. However free space was graciously provided by the churches, banks, libraries, city building, doctors & private homes for classes.
Suggestions for Expansion	The coordinator plans to speak to all groups, church, civic & social to sell them on idea. Many are already sold. People are asking for a summer semester to include youngsters home from school. Fall semester is being planned with double no. of classes.
Is Learning Network financially self-supporting? (Yes/No) Comments	So far all workers & teachers are volunteers. The CES Office is absorbing paper & clerical expense of brochure. The steering committee is willing to charge a minimal fee if it is necessary. We can ask a civic group or groups to finance brochure. They are generous with worthy community projects.
Is Learning Network self-perpetuating? (Yes/No; date) Describe	Community is very enthusiastic & eager to see this continue. Coordinators are determined to make it work. (Local) If H. Econ agent sees the life this generates in her program, she will help keep it alive. (This is happening now.)

COMMENTS:

This community can be described as timid, conservative & waiting for something exciting to happen to their town.

Those involved see this as something to give their civic efforts direction & life & involve their citizens of all ages.

The Homemakers involved are boosting their membership by reaching non-members. They feel they are helping with the C.E.S. Mission, reaching out. Success has put stars in their eyes.

At this writing, Nancy Eckler, Grant County Agent for Home Ec, sees nothing unfavorable about the program.

After evaluation, there may be more to comment on.

At this writing, all systems are "go" for the next semester

It has been most gratifying to see these capable but timid ladies, who are coordinating this program become more self-assertive & bloom in this new responsibility. They still don't ~~no~~ know they are effective leaders. Won't it be nice when they realize it?

Four State Outreach Monthly Report - University for Man

Month May '80 State Kentucky Person Reporting Arlene Gibeau

1. Activities for the Month (Please state what you did, and how you did it):
   a. Met with Pendleton County's Free U steering committee.
   b. Got caught up on paper work:
      a. All monthly reports to UFM.
      b. Packet of materials – publicity, reports, progress charts to be sent to CES & UFM people OVE

2. Results (Briefly state what the results, either short term, or potential long term results, of your month's activities were (e.g. Activity-talked to school principal; Result-gained commitment to use school building for classes):
   a. Named Pendleton's Free U Free Learning Experie and worked up Logo, set up calendar for classes to start in September. The survey will be done, using and adapting a form from UFM Manual, through the Weekly Newspaper in Falmouth fr of charge.

3. Problems (What problems did you encounter, questions arise, or activities that were difficult):

4. Next month's Activities (State major activities for the coming month):
   a. Meet regularly with Pendleton's Free Learning Experience.
   b. Meet with Bell, Clay, Laurel and Whitely County Steering Committees in their area.
   c. Teach weekly in Ludlow 4H Free U.
   d. Work with Ludlow Free U steering committee

This report must be mailed by the 20th day of each month.

01

I Cont.

C. Visited Falmouth Weekly Newspaper editor in Pendleton County & Ludlow News Enterprise.

3b. Made up expense voucher covering October to May & sent it to Sam Quick's long suffering secretary, Margaret, as I was directed to do by Carol Laytart in U.K. payroll.

II. b. Mailed packets & letters (hand written) to Dean Barnhart, Dr. Ragland, Dr. Tichenor, Dr. Randy Barnett, Dr. Alan Utz, Dr. Coleman White. This should result in their taking our project seriously.

c. Both papers promised to cooperate — even made some valuable suggestions for classes.

IIII

d. for fall semester & 5 Theatre Arts Group.

e. Work with Grant County Steering Committe on fall semester.

Four State Outreach Monthly Report - University for Man

180

Month June State Kentucky Person Reporting Arlene Gibeau

1. Activities for the Month (Please state what you did, and how you did it):

OVER a. Started my class with Ludlow Free U "Tap Dancing for Fun & Health" on June 2nd, every week for 13
b. Continued to send packets to agents of interest counties, follow up letter on Anderson County,
c. Visited Wilderness Trails Area with Jim Killacky & Sue Rieger from UFM.
d. Collected letters of endorsement from participants of Free U

2. Results (Briefly state what the results, either short term, or potential long term results, of your month's activities were (e.g. Activity-talked to school principal; Result-gained commitment to use school building for classes):

a. Have two classes. Teens & older on Monday; Friday, elementary age youngsters.
b. Received unsolicited endorsements from Dr. Ragland, Dean Barnhart, Randy Barnett, Solici ones from Wayne Sininger, Barbara Baxter, 2 coordinat & 2 students in Free U.

3. Problems (What problems did you encounter, questions arise, or activities that were difficult):

Only problems were with expenses, getting them from KRF. $600 went for travel, $400 went for materials. Must not be too specific with next years money. Also, I will finally know how to report my expenses in order to collect monthly

4. Next month's Activities (State major activities for the coming month):

Organizational meetings with Pendleton County, Rockcastle County, Laurel County, Clay County, Whitley County, Harlan County & Bell County Evaluation in Grant county & plan for fal semester. Evaluation & plans for fall semester in Ludlow. Ludlow summer sessio goes to end of Aug.

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(d) for inclusion in Grant Proposal – TITLE VIII.

e
1. Prepared Vita for TITLE VIII Grant Proposal.

2. C – Six of the eight Wilderness Trails Counties expressed interest in Starting Free Us. Will visit them again the week of July 15th to launch them. Also visited with Ann Janes of Henderson Settlement. She is interested & will discuss our program with Henderson Settlement personnel. Touched bases with Mountain Association fo Community Economic Development in Berea

4. Town Meeting in Pendleton County is June 26, 1980 — wish I had the film.

Four State Outreach Monthly Report - University for Man

Month September State Kentucky Person Reporting Arlene Gibeau

1. Activities for the Month (Please state what you did, and how you did it):

a. Made presentation to Morgan County Homemaker Advisory Council.
b. Met with steering committee of Clay County twice.
c. Met with steering committee in Grant County three times.
d. Met with steering committee in Pendleton County three times.
e. Met with Bracken County Agent one time.
f. Developed regular meeting schedule with Sam and Bob.

2. **Results** (**Briefly state what the** results, either **short term**, or potential long term results, of your month's activities were (e.g. Activity-talked to school principal; Result-gained commitment to use school building for classes):

a. Morgan County voiced an interest in starting a Free U in the future.
b. Clay County Education Trading Cooperative was formed to start in october.
c. Grant County is set to start their second semester in October. New community members not connected to CES are active on the steering committee.
d. Pendleton County Free Learning Experience is set to start their first semester in October
e. Bracken County Agent showed interest in the program but felt that starting the project in her county would be another feather in the cap of existing CAPS and "Com. programs. SOSLN learned something of the politics of CAPS and COM. ED.
f. Have better communication with UK.

3. Problems (What problems did you encounter, questions arise, or activities that were difficult):

One problem which reared its head was the frailty of my human condition. I cannot be in two places at the same time. Covering the state is a very big assignment indeed, but no small detail like that ever hindered my progress before. Why should it now?

4. Next month's Activities (State major activities for the coming month):

a. Regular **weekly** meetings with with the UK contingency in Williamstown, Grant County.
b. A meeting in Frankfort with Norma Johnson of the Governor's Office on Volunteerism.
c. National Free U Conference in Columbus, Ohio, workshop participation.
d. Expecting a visit from Sue Rieger from Manhattan, Kansas.
e. Got permission to get my own telephone and to help Barbara by picking up the whole telephone bill for this free office .

This report must be mailed by the 20th day of each month.

Four State Outreach Monthly Report - University for Man

Month October State Kentucky Person Reporting Arlene Gibeau

1. Activities for the Month (Please state what you did, and how you did it):

a. Worked on rough draft of Questions and Answers for Agents.
b. Met with Sam Weekly.
c.c. Worked with Sue Rieger showing her ongoing activities in Ky. and met with Sue, Bob
sam in Lexington for a day.
d. Visited Norma Johnson of the Governors Office on Volunteerism.
e. Attended National Conference of Free Us in Columbus, Ohio.
d. Got new phone with SOS learning Networks listing. 606 291-1375
e. A ttended two day meeting of Ky. Ex. Homemakers Association in Lexington.
f. Attended a meeting called by Ky. Community Education in Louisville, Ky.

2. Results (Briefly state what the results, either short term, or potential long term results, of your month's activities were (e.g. Activity-talked to school principal; Result-gained commitment to use school building for classes):

a. Edited and typed the next to final draft of the Agents Question and Answer brochure.
b. Started working full-time.
c. Got tired and wore rubber off my tires. However we had a fair session with Sam and Bob working on the Ky. Survey, engaging Sue to write our manual, (Sue is a rather engaging lass without our help) made tentative plans for the manual and discussed the future of SOSLN with the new grant.
d. Found Norma Johnson to be a very helpful contact and got a great deal of good advice and material for working with volunteers.
e. Learned a lot. Met Carol Smith. Participated in one and a half workshops and attended several. It was a profitable experience.

3. Problems (What problems did you encounter, questions arise, or activities that were difficult):

a. Trying to second guess com. ed. is not really a problem but their activities bear watching.
b. Am giving much thought to hiring an assistant. It won't be easy.

4. Next month's Activities (State major activities for the coming month):

a. Weekly meetings with Sam.
b. Presentation to Mercer County Homemakers Council, actually the Harrod
c. Visit to Laurel County and their Steering committee
d. Meeting with Northeast Area Homemakers Council
e. Planning agents meeting in Lexington with agents with Free Us and those interested.
f. A trip to UFM.
g. Thanksgiving.

This report must be mailed by the 20th day of each month.

1. continued

e. Had another opportunity to talk to the entire State Council about sosln and let Dr, Tichenor know whats happening with us.

f. This was a most confusing yet enlightening meeting. The Morehead Grant man is making
f. his pitch, Ky. Com. Ed. is trying to figure out ways to use our grant money and want sosln and com. ed. to get married, Met several snake-oil salesmem. We are really being courted.

Four State Outreach Monthly Report - University for Man

Month November State Kentucky Person Reporting Arlene Gibeau

1. Activities for the Month (Please state what you did, and how you did it):

a. Weekly meetings with Sam.
b. Met with Mercer County Homemakers Association Council and made a presentation and showed the UFM film.
c. Met with Laurel County Steering Committee and Debbie Murray, Agent.
d. Attended Bluegrass Area Community Education Meeting called by Dawn Ramsey of UK's adult education extension program(not to be confused with CES).
e. Worked with Sue Rieger on KYs Manual
f. Met with Northeast Area Homemakers Advisory Council.
eg Held meeting in Lexington at UK with agents with Learning Networks going in
h their counties and those interested in the idea.

2. Results (Briefly state what the results, either short term, or potential long term results, of your month's activities were (e.g. Activity-talked to school principal; Result-gained commitment to use school building for classes):

a. Ongoing communication.
b. Homemakers expressed interest in sosln.
c. Started Laurel Counties Free U. to hold first semester in spring.
d. Couldn't believe the attitudes of educators and community ed. people about community ed, especially Jr. College people. Made a good contact with a resource for volunteer teaching. She is in charge of a Ky. Program for Alternatives for Women/
e. Learned to drink herb tea. What a high!
f. Greenup County and Carter County want to start Free us,. Yippee!
g. Learned a lot about ongoings free us. Sue learned a lot about working with CES peopl

3. Problems (What problems did you encounter, questions arise, or **activities** that were difficult):

Doris Tichenor has thrown us a curve in not allowing agents to use their professional time to teach. However we solved it with diplomatic dealings.
The com. ed. people continue to be a headache and consume too much of our time.
Their plan to propagandize county judges concerns area directors. They are arrogant and want to lump every community serving endeavor under their umbrella while exploiting everyone. They even charge others to use the public schools in some areas and then e claim them in their reports as participating agencies and individual numbersto beef up their funding. Slippery!
A big problem is finding the time to write and run at the same time. I'll do it, though.
Can't convince Sue Rieger that the stuff growing along side Ky. Highways is vetch, not fet

4. Next month's Activities (State major activities for the coming month):

a.Gallatin Town Meeting.
b. Area Directors Meeting in Lexington where we will present our case/
c. Kenton County Homemakers Christmas party in Meyers (not Ann) Wine Cellar. Highlight.
d. Northern Kentucky Area Meeting in Williamstaown.
e. Meeting in Frankfort with Gippy Graham and George Eyster.
f.f. Meeting with Senior Citizens and their manager in a SS High Rise in Covington.
g. My 30th Wedding Anniversary. I wouldn't have put money on it.
h. My 83rd birthday -- Sagitatians are lovable.
i. Finish first draft of my part of the manual.
j. Set up 2nd Agents meeting, expanded.
k. Design new logo(already started.

This report must be mailed by the 20th day of each month.

1. cont.

fh. Went to Kansas
gi Sent Bob Flashman to a meeting with Morehead grant people

2. cont.
shared outline of Ky. Manual, generated interest in interested but previously uninvolved agents of all three concentrations.

h. Got an autographed "Free Universities" from the author. Took part in a hot tub orgy and exposed UFM people and their friends to a display the likes of which none of them had seen since they were weaned. Actually, I learned some valuable stuff and had a restful time while UFM people rushed around. Believe me, I enjoyed every aspect of the meeting.

i. Bob was impressed with the Morehead bunch much the same way I was. We plan to attend every one of their meetings that we possibly can. Bob is writing a letter to George Eyester requesting a spot on their presentations to the fifteen counties which they select to give the business. We feel that we deserve as much time on their show as Montgomery Comu Ed. and Don Patrick. Geo. Amd Montgomery County com. ed. person Don Patrick are slippery characters. I'm sorry we have to contend with them. We will overcome!

Four State Outreach Monthly Report - University for Man

Month January '81 State Kentucky Person Reporting Arlene Gibeau

1. Activities for the Month (Please state what you did, and how you did it):

a. Met with Panorama Senior Citizen Manager and Steering Committee twice
b. Made presentation and showed UFM film to Lake Cumberland Area professionals
c. Met with Laurel County "COME LEARN WITH US" steering committee
d. Hired an assistant on a part time basis
e. Hired secretary on a part time basis
f. Met regularly with Gallatin County to launch "Gallatin County Learning Network"
g. Met regularly with Ludlow 4 H Free U. for third semester

2. Results (Briefly state what the results, either short term, or potential long term results, of your month's activities were (e.g. Activity-talked to school principal; Result-gained commitment to use school building for classes):

a. Launched Panorama Learning Networks (Senior Citizen based) classes to begin the second week in March.
b. Pulaski and Adair Counties will start as result of "b" above
c. Laurel County to begin first semester in March. Solved their brochure problem by having London banks sponsor the "dinky-roll" insert in their newspaper which contained their catalogue.
d. Assistant can make presentations when I am tied up in other areas, also, she can meet with counties in their launching process when I can't. Hooray!!
e. Need I extol on the merits of a secretary?

3. Problems (What problems did you encounter, questions arise, or activities that were difficult):

a. The brochure continues to be a problem because of habits of agents. We are stressing the importance of a first-rate production. When they are not produced by the old mimeo method of agents the cost is prohibitive because they have not been previously budgeted. We have been solving this problem by getting community businesses to sponsor a newspaper sheet or buy ads for an insert. We think that, where this arrangement is impossible, we will recommend a sking for contributions at registration by having a box and an explaining sign. This is still being pondered.

4. Next month's Activities (State major activities for the coming month):

a. February's activities are mindboggling.

   (1) Meetings in Pulaski, Panorama, Pennyrile Area and Greenup County.
   (2) Panel member on national Home Economics Management seminar in Lexington.
   (3) Touching bases with existing programs about
   (4) Attend as delegate of Northern Ky. Area the State Extension Council Meeting in Lexington for three days. This affords an opportunity to publicize the progress of SOSLN.

This report must be mailed by the 20th day of each month.

Four State Outreach Monthly Report - University for Man

Month February '81 State Kentucky Person Reporting Arlene Gibeau

1. Activities for the Month (Please state what you did, and how you did it):

a. Met with the steering committee in Pulaski County.
b. Met regularly with Panorama Learning Network, Kenton County
c. Went to Pennyrile Area Professional Meeting in Princeton, Caldwell County. Made presentation.
d. Attended State Extension Council in Lexington, three days
e. Made presentation to Greenup County Extension Council and Greenup Lion's Club.
f. Sent packets to Garrard County, National Leaders and CES representative in the Dept. of Ag. in Washington, D.C.

2. Results (Briefly state what the results, either short term, or potential long term results, of your month's activities were (e.g. Activity-talked to school principal; Result-gained commitment to use school building for classes):

a. Pulaski County has already put out their brochure
b. Panorama Learning Network brochure is out
c. Will be launching Crittenden and livingston Counties on the 17th and 18th of March
d. Got the "expansion of SOSLN" in the recommendations for 1982
e. Greenup County will start in the fall -- are now enlarging their steering committee
Made presentation to Lion's Club there and got their support plus some volunteer teach
f. Good possibility of workshop at Nat'l Homemakers' Council Meeting
Possibility of SOSLN story in National Homemaker Magazine
Possible presentation to Virginia State Homemakers Meeting

3. Problems (What problems did you encounter, questions arise, or activities that were difficult):

4. Next month's Activities (State major activities for the coming month):

a. Will make exhibit of publicity at Kenton County Extension Council Meeting involving legistators (state)
b. Will make presentation to Lincoln Trails Area Professional Meeting
c. Will make initial meeting with Crittenden County Steering Committee
d. Will meet for first time with Livingston County Steering Committee
e. Will make presentation in Casey County at the request of 4-H agent
f. Will contact agents of Cumberland and McCreary Counties on advice of their Area Director who says that they want to start SOSLN

This report must be mailed by the 20th day of each month.

APPENDIX I

Oklahoma Monthly Reports and Evaluation Forms

Sent to =

1) Sandy D/Jean R
Box 486
Harrah, OK 73045

2) Arlene Gilbert
181 Hornets Pike
Ft. Mitchell, KY
41017

University for Man
1221 Thurston
Manhattan, Kansas 66502
(913) 532-5866

July 29, 1981

Dear FIPSE grant participant:

It has been an interesting two years watching this project unfold and getting acquainted with all of you. We thank you for your cooperation. We are now in the process of writing the final report to let FIPSE and the rest of the world know of the success and stumbling blocks we encountered. We have learned much that we will apply to future UFM Outreach projects.

We are requesting that you complete the following information and mail it to us on or before August 21, 1981. Please adhere to this date, so that we may meet the deadline FIPSE has given us. Upon receipt of the information listed below, UFM will forward the final payment of the FIPSE grant to your state.

1) Complete any back monthly report forms through June, 1981.

2) Complete evaluation questionnaire on UFM training and technical assistance. (enclosed)

3) Write an outcome and impact statement (4 pages/double spaced) regarding what happened in your state following the outline below:

   I. Outcome and impact statement

      A. Quantifiable terms

         1. How many clients benefited?
         2. What were their characteristics, i.e. race, age, and income level?
         3. In what way did they change? How do you know?

      (You may not be able to address all these questions, but you should be as specific as possible.)

      B. What happened as a result of your project?

         1. to the intended beneficiaries?
         2. to those directly involved in the project?
         3. to the immediate setting where project operated?
         4. to the wider setting where indirect effects may have occured?
         5. what unintended consequences occured?

We are notifying you that we will be conducting phone interviews with local program coordinators, as specified in the FIPSE grant. This will be to evaluate the training, technical assistance and guidance that you provided to local programs.

If you have any questions, please contact Carol Smith.

Thanks again for your participation.

Sincerely,

Carol A. Smith
Director, Outreach

CS/sm

3. Were the on-site visits helpful? Was there regular communication between you and your UFM liason?

4. Was there an area of knowledge that you felt was missing in training? An area that was over emphasized

5. Was it beneficial or problematic to have people representing various institutions and backgrounds involved in the training?

6. Were the UFM publications useful? What suggestions for improvements would you make?

7. What are the advantages or disadvantages of your institution sponsoring a free university?

8. Other comments and suggestions.

Use back and additional sheets if necessary.

FIPSE Staff Questionnaire

1. In your opinion, why did this project work in some states but not others Was it the instructions, personalities or special circumstances that made the program successful or unsuccessful?

2. How useful were the training sessions? Please discuss all of those you attended. What was most valuable and least valuable?

September 28-30, 1979 Philosophy of free u's.

Dec. 12-13 How to session

March 21-22, 1980 Midwest Community Education Conference

July 9-10, 1980 Future directions

November 20-21, 1980 Statewide Recognition

April 3-4, 1980 Midwest Free University Conference/Fundraising Workshop

June 11-12, 1981 Future directions/evaluations

To: Carol
From: Jean
Re: FIPSE Grant

Outcome and Impact Statement

A. The enrollments for the three Free U's in Eastern Oklahoma County were as follows:

	Choctaw	Harrah	Jones
Spring '80	337		
Summer '80	192	150	
Fall '80	650	210	200
Spring '81	550	424	170
Summer '81	1000+	85	
	2729+ enrollments	869 enrollments	370 enrollmen

These are the only statistics we kept on the project and we purposefully did not keep demographic information because it was not compatable with the model taught at UFM. That kind of paperwor is a barrier to education and is required in other systems. The only characteristic that I can be specific about is the fact that the people are two years older than they were when the project started.
From the enrollment figures above it is

obvious that the program has grown and there has been much community involveme

B. As in most Free U's some people who sign up for classes never come but a large percentage (can't provide # because we didn't keep statistics) did and indications are they either learned something or enjoyed themselves. Those are the kind of verbal reports we get from people involved in the project. Other kinds of "human interest" stories relate to people ~~growing~~ giving of themselves (either as a Committee Member or a class leader) and feeling themselves grow as a result of contributing to the program. The most visible change in the immediate setting is that you can't find a parking place in Tri-City's parking lot anymore when LINC classes are scheduled and the public use of the library has increased dramatically. BOOK Circulation has also increased significantly and ESO could probably provide these figures

People in Jones and Harrah are talking about the need for a "real" library in their towns and support for library issues on the ballot has increased. Another effect is that institutions other than the library seem to be more cooperative (like the change in attitude by the public schools in Choctaw). Other indications of change relate to the submission of a grant to establish an alternative energy center in Choctaw.

~~to do this LINC~~ There were already plans for LINC to incorporate and after doing so they were eligible to submit the energy grant. Notification should be in September. Choctaw has attained the highest degree of independence of any of the three Free U's but community control is central to all of them.

The University of Oklahoma, through its Division of Continuing Education, has picked up the model and will attempt to establish about 6 more Free U's in Oklahoma. The grant provides for one half-time staff person who has been trained by UFM through the FIPSE grant. It is also clear that other institutions doing community education in Oklahoma have been impressed by the success of the Free U's started through the FIPSE grant.

Wright

There was one class held in the Wright neighborhood (ceramics), with three students. They met 5 or 6 times. The Wright Neighborhood Association decided they wanted to just start out with one small class. They were in the process of trying to obtain a vacant school building, and hoped to use it as a place to have classes in the future. All of their organizational efforts have been directed toward obtaining that building

Use back and additional sheets if necessary.

FIPSE Staff Questionnaire

1. In your opinion, why did this project work in some states but not others? Was it the institutions, personalities or special circumstances that made the program successful or unsuccessful?

Since I was only in one state its rather difficult to say why it did work in Oklahoma + Kentucky and didn't in Missouri + up north. Probably the lack of institutional support in the latter two, the noninterference and printing/materials support in Oklahoma from the library, and in Kentucky it could only have been Arlenes persistance that overcame the institutional ~~[illegible]~~ obstacles. Although it didn't work in Missouri with the original institution, it did work when Bill was able to help another group ... so I guess the problem was either personality (Bill vs Bob) or the institution.

2. How useful were the training sessions? Please discuss all of those you attended. What was most valuable and least valuable?

September 28-30, 1979 Philosophy of free u's. This was the most valuable conference because it gave us our initial understanding of Free U's and we went out to see on

March 21-22, 1980 . Midwest Community Education Conference
It was interesting to meet people from the Kansas Free U's

July 9-10, 1980 Future directions
Least valuable was the car breaking down.

November 20-21, 1980 Statewide Recognition
?
~~[illegible]~~

April 3-4, 1980 Midwest Free University Conference/Fundraising Workshop
I thought Flannagan was good, but needed to be a little more familiar with Free U's so she could have provided more relevant suggestio

June 11-12, 1981 Future directions/evaluations

I enjoyed coming up to Kansas one more time, but this session was mostly just to report on (the OU grant) and to confirm continued

continuation

3. Were the on-site visits helpful? Was there regular communication between you and your UFM liason?

Yes. Except for one brief period there was good communication

4. Was there an area of knowledge that you felt was missing in training? An area that was over emphasized?

Not that I can think of.

5. Was it beneficial or problematic to have people representing various institutions and backgrounds involved in the training?

I think it was beneficial during the first training session. After that, it was good that we got together but should have been split more often into state groups.

6. Were the UFM publications useful? What suggestions for improvements would you make?

Yes. A "procedures" chapter added to the Free U manual.

7. What are the advantages or disadvantages of your institution sponsoring a free university?

The Metropolitan Library System is large enough that it has excellent printing capabilities for the brochure which is all the Free U's need, and enough $ that materials can be provided at least for awhile. Most libraries don't have the same kind of resources

8. Other comments and suggestions.

Four State Outreach Monthly Report - University for Man

Month January '80 State Oklahoma Person Reporting Choctaw: Sandy Harrah: Jean

1. Activities for the Month (Please state what you did, and how you did it):

Choctaw - (to date since no previous report)
① Outreach contacts to get to know community, determine interest in UFM + needs, generate interest in helping with Choctaw project + attending community meeting. Contacted individuals through 24 scheduled meetings + numerous informal conversations; attended 9 group meetings (civic clubs, etc) + made presentations to approx 150 people. ② Distributed flyers + secured press coverage for community meeting. ③ Community meeting - Jan 17.

Harrah - made contact with fifteen individuals (including two former mayor the current School Superintendent, two current school Board + Chamber members, the President of the Historical Society, a newspaper staff person and the veterinarian), 2 concentra on locating community leaders. Also attended the PTA meeting and got scheduled to speak in Fe

2. Results (Briefly state what the results, either short term, or potential long term results, of your month's activities were (e.g. Activity-talked to school principal; Result-gained commitment to use school building for classes):

Choctaw - Outreach successful! 34 people attended community meeting. Many I did not know who came as a result of interest generated by flyers + press. 13 people volunteered for a working steering committee -- broke up tasks of program development, brochure typing, enrollment, etc.

Harrah - ① the school superintendent offered the facilities as a place for community meetings and acess to some of the equipment like typewritters, piano, etc. when classes start
② The School Board/Chamber member is very interested and wants to be involved in organiz the pro (over)

3. Problems (What problems did you encounter, questions arise, or activities that were difficult):

Harrah — The School Board/Chamber member (Loyd Mixon) has some health problems and the doctors are doing tests this month; therefore, he has not been able to take me to meet additional community leaders as planned for the month of January.

(Potential problem in the town of Harrah: the local newspaper owner (Swanson) is "fanning the flames" of a controversial issue regarding development of new housing additions and the quality of homes being built there and alleged kick backs ($) - developer and town officials — [redacted] and is being sued by the developer. The town is becoming divided.

4. Next month's Activities (State major activities for the coming month):

Choctaw - work with the 9 people on the program development, committee to put the Spring classes together.

Harrah - Attend PTA meeting (2/5/8) and get on the schedule of other Civic Clubs in Harrah (Lions meet twice a month, chamber sometimes meets twice a month). Other clubs includ Kiwanis, the Polish Club, and the C B Patrol
Attend Garden Club on 2/25/80
Talk to School Superintendent about schedule of school activities and using school newsletter for publi
Contact Church ministers, etc., including follow-up with Methodist minister I met at the PTA meeting.

This report must be mailed by the 20th day of each month.

2. (Results – Harrah)

Mr. Mixon talked to the School Superintendent, the Chamber Executive Committee and the President of the Garden Club.

He also talked to some of his family, but I'm not sure who specifically (except for his wife).

One of his sons is the President of the Town Board.

Four State Outreach Monthly Report - University for Man

Month Feb. State Oklahoma Person Reporting Jean Kelsey
Sandy Ingraham

1. Activities for the Month (Please state what you did, and how you did it):

Harrah: Spoke at 3 meetings (LIONS 15; BOY SCOUT 9 COMMITTEE; GARDEN CLUB 16)
Contacted 19 individuals (9 Harrah business people; 4 Harrah City government/organizational contacts; 6 Harrah resident
Got on the agenda for 3 meetings in March; arranged for 2900 Needs Assesments to be mailed out;
Get Needs Assesments (4000) printed; Set 3/27/80 for Community Meeting and arranged location.

Choctaw: Worked with volunteers in individual + group situations to develop classes + brochure.
Planned publicity, brochure distribution, enrollment + leadertraining.

2. Results (Briefly state what the results, either short term, or potential long term results, of your month's activities were (e.g. Activity-talked to school principal; Result-gained commitment to use school building for classes):

Harrah: A School Board member made contact with School Superintendent re: having community meeting where School Board mee
and I followed up with the specific date and time. Arrangements were made for the school to mail ou
2900 Needs Assesments the first week of March with the monthly newsletter (all po box holders in Harrah/Nowalla)
As a result of talking to the Garden Club I found a potential volunteer coordinator

Choctaw: Committee set up approx. 20 classes + events; planned, wrote + layed up, typed + illustrated brochure -- forwarded it to library for printing.

3. Problems (What problems did you encounter, questions arise, or activities that were difficult):

Harrah: no problems, except could not attend Boy Scout Dinner because of snow

Choctaw: at times the project seemed overwhelming in terms of maintaining volunteer activity. 3 or 4 people surfacing who do mammoth amounts of work. May need paid coordinator for a town this size. Time will tell.

4. Next month's Activities (State major activities for the coming month):

Harrah: 1) Distribute Needs Assesments in stores and to individuals 2) Follow up on returned needs assesments
3) Preparation for Community Meeting 3/27/80.

Choctaw: Distribution of brochure, publicize classes, hold enrollment (Fri. March 14 1:00-7:00, Sat, March 15 9am-5:00), leaders training (Sunday, March 16 @ 4:00 pm), classes begin (Mar 1
Plan summer activities.

2-6220
Pat Green

This report must be mailed by the 20th day of each month.

Four State Outreach Monthly Report - University for Man

Month March State Oklahoma Person Reporting Sandy Ingraham
Jean Kelsey

1. Activities for the Month (Please state what you did, and how you did it):

Harrah: Contacted 9 individuals and spoke before 4 groups (Jolly Citizens 113 people, CB Patrol 16 people, Board of Education 12 people and Town Board 12 people)

The activities were preparation for the community meeting to be held on 3/1. Needs Assessments were distributed by the school system and placed in stores. Newspaper coverage was obtained.

Choctaw: Made posters & planned brochure distribution + enrollment + publicity with committee; implemented plans - enrolled students; teacher orientation.

2. Results (Briefly state what the results, either short term, or potential long term results, of your month's activities were (e.g. Activity-talked to school principal; Result-gained commitment to use school building for classes):

Harrah: Found potential teachers, people to help organize the program and advertised date of community meeting

Choctaw: 190 individuals enrolled in 337 class slots; full enrollment Closed most classes had to open 4 new sections to accommodate waiting list; working on 4 more. Organization surfacing; officers elected -- process for continuation discussed. - Success will help organization of on coming program.

3. Problems (What problems did you encounter, questions arise, or activities that were difficult):

Harrah: The reporter from the Harrah Harold was at the Jolly Citizens meeting and as a result that paper carried a front page story about the project. I need to be aware of the attitude of the Harrah News in the future. The other problem was that the President of the Board of Education voted against supporting the concept of community education in Harrah.

Choctaw: Local preacher challenged one class offering as pagan. Volunteer efforts good but need more workers in a town Choctaw's size

4. Next month's Activities (State major activities for the coming month):

Harrah: Hold Community Meeting and develop Steering Committee.

Choctaw: Meet with LINC Committee to evaluate + & -'s of our organization & handling of classes -- aiming at establishing a workable continuing LINC program. Begin work on summer program.

Other: Begin assessing location for next two towns.

This report must be mailed by the 20th day of each month.

Four State Outreach **Monthly Report** - University for Man

Month APRIL State Oklahoma Person Reporting Jean Kelsey

1. Activities for the Month (Please state what you did, and how you did it):

Harrah: Held community meeting on 3/27; Met with Program Comm twice and did Follow-up with individual members of the co

Choctaw: Began 1st offering of classes; held planning + organizational mee for LINC Committee, assisted LINC committee in begin planning + development for Summer classes.

2. Results (Briefly state what the results, either short term, or potential long term results, of your month's activities were (e.g. Activity-talked to school principal; Result-gained commitment to use school building for classes):

Harrah: The community meeting was attended by 20 Harrah residents, one person and 5 "staff" of the Library and UFM. Four committees were formed and the five on the Program Committee bega working on the Summer classes.

Choctaw: Management successes & difficulties were incorporated into a pl for continuing LINC. Specifically - clear division of responsib Plan looks good & is beginning to work.

3. Problems (What problems did you encounter, questions arise, or activities tha were difficult):

Harrah: Few class leaders want to or can hold classes in th homes and finding enough "public" locations is the m problem in arranging classes. The other problem is t nobody initially volunteered for the Brochure Lay-Up Committ

Choctaw: 2-3 volunteers short for plan to become self-suffic Committee working on recruiting new volunteers

4. Next month's Activities (State major activities for the coming month):

Harrah: Work with Publicity, Program and Brochure Lay-Up Com Hold a meeting of entire Steering Committee (made up of th membership of the above 3 committees, plus Brochure Distribution Com and Registration Committee) to determine name, logo, etc

Choctaw: ~~Initiate~~ complete course + brochure design + distribution for summer classes.

This report must be mailed by the 20th day of each month.

Four State Outreach Monthly Report - University for Man

Month May State Oklahoma Person Reporting ____________

1. Activities for the Month (Please state what you did, and how you did it):

Harrah: Assisted Local members of Brochure Committee, who did art work and typed brochure Brochure submitted to Print Shop 5/8/80. ~~[illegible]~~ Steering Committees activitie included naming the project, Finding a location for registration and decisions about brochure format and general policies.

Choctaw: Assisted Committee (LINC) in pulling together 2nd series of class offerings - specific emphasis on developing procedures for them to be self sufficient.

Misc: looking for other communities

2. Results (Briefly state what the results, either short term, or potential long term results, of your month's activities were (e.g. Activity-talked to school principal; Result-gained commitment to use school building for classes):

Harrah: working towards establishment of a permanent Committee structure and method for organizing the classes.

Choctaw: 70% obtained - LINC is close to being "spun off" but not quite there yet.

Misc - initial [illegible] [illegible] at Summit Ridge & [illegible] no results yet.

3. Problems (What problems did you encounter, questions arise, or activities that were difficult):

Harrah: The Steering committee decided to name the project "The Melting Pot" but had to change it because that name was in use by an Oklahoma City Store. They changed it to "The Harrah Bridge"

Choctaw: Biggest problem = ever increasing need for volunteer recruitment, A few more [illegible] [illegible] [illegible] [illegible]

4. Next month's Activities (State major activities for the coming month):

Harrah: Work with Publicity person; assist the Brochure Committee with coaliting and distributing the brochure; Finalize registration procedures; hold registration and teacher orientation; Begin Classes

Choctaw: Brochure distribution, enrollment, classes [illegible]

This report must be mailed by the 20th day of each month.

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Four State Outreach Monthly Report - University for Man

Month June/July '80 State Oklahoma Person Reporting Jean & Sandy

1. Activities for the Month (Please state what you did, and how you did it):

Harrah: Helped plan and carry out enrollment for the Harrah Bridge; Encouraged publicity; checked on a booth during "Harrah Day"; Began contacting leaders of the Wright area to determine interest in a community education program.
Attended training in Manhattan

Choctaw: Worked with LINC committee for summer enrollment; worked with community residents in Jones regarding beginning a program there; attended training in Manhattan to plan next year & post FIPSE

2. Results (Briefly state what the results, either short term, or potential long term results, of your month's activities were (e.g. Activity-talked to school principal; Result-gained commitment to use school building for classes):

Harrah: There were 150 enrollments in 12 classes for the summer session of the Harrah Bridge. Classes are proceeding with very little assistance from me.

Choctaw: 200 enrollments in Choctaw's LINC for summer session, most programs & aspects of enrollment going without assistance from me. Initial contacts made in Jones.

3. Problems (What problems did you encounter, questions arise, or activities that were difficult):

Choctaw: Some volunteer problems in Choctaw (i.e. enrollment not covered).

Jones: Initiating a program during a long hot summer in Jones is difficult - several false starts

4. Next month's Activities (State major activities for the coming month):

Harrah: Meet with steering committee for an evaluation of the summer session, on "Harrah Day" activities and to begin planning the Fall session.

Wright: Meet the President of the Neighborhood Association and attend their August monthly meeting to present the concept

Choctaw: Follow-up on any classes; monitor program

Jones: Begin attending community meetings / more community contacts as residents plan.

This report must be mailed by the 20th day of each month.

Four State Outreach Monthly Report - University for Man

Month Aug/Sept State Oklahoma Person Reporting Sally + Jean

1. Activities for the Month (Please state what you did, and how you did it):

See attached

2. Results (Briefly state what the results, either short term, or potential long term results, of your month's activities were (e.g. Activity-talked to school principal; Result-gained commitment to use school building for classes):

3. Problems (What problems did you encounter, questions arise, or activities that were difficult):

4. Next month's Activities (State major activities for the coming month):

OKLAHOMA: FREE UNIVERSITY PROJECT PLANNING SCHEDULE

	HARRAH "BRIDGE"	CHOCTAW "LINC"	JONES	WRIGHT	RURAL WOMEN'S WORKSHOP
4	Program committee meeting (8-8)			Planning meeting (8-7)	Distribute & collect needs assessments in Lincoln, Pott., & Eastern Okla. Counties
8	develop program				
11 -15		Program committee meeting (8-11)	Planning meeting (8-12 or 13)	Neighborhood Council meeting (8-12)	
-18 -22		develop program	town contacts	(8-22) meet w/ community leaders to develop schedule for implementation	
-25 -29		one week earlier	(8-27) Progress meeting w/ temp. Jones committee		
-1 -5	Brochure lay-up	Brochure lay-up one week earlier			
-8 -12	Brochure to print shop (9-8)	Brochure to print shop (9-2)	Town meeting 9-11 7:30 .form committee develop fall classes		(9-12) Tally needs assessments 10:00am Plan program w/ Red Rock 1:00pm Develop progr
-15 -19			Brochure lay-up		
-22 -26		one week earlier			outreach publicit
-29 0-3	Brochure out of print shop Distribution & publicity	Brochure out of print shop Distribution & publicity			
0-6 0-10			Brochure to print shop 10-6	Brochure to print shop 10-6	Rural Women's Workshop Follow-up & Evaluation
0-13 0-17	Registration (10-17 & 18)	Registration 10-10 10-11 (~~10-17 & 18~~)			
0-20 0-24	Leader Training (10-18) Fall classes begin (10-20)	Leader training (~~10-18~~) 10-11 Fall classes begin (~~10-20~~) 10-13	Brochure out of print shop Distribution & publicity	Brochure out of print shop Distribution & publicity	
0-27 0-31					
1-3 1-7			Registration & Leader training (11-7)	Registration & Leader training (11-7)	
11-10 11-14			Fall classes begin (11-10)	Fall classes begin (11-10)	

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Four State Outreach Monthly Report - University for Man

Month SEPTEMBER State Oklahoma Person Reporting Sandy & Jean

1. Activities for the Month (Please state what you did, and how you did it):

CHOCTAW: Continued helping Choctaw LINC Committee become self sufficient. Took members to meet persons at MLS; attended their meetings as a resource person.

Jones: Meetings with Jones community members aimed at Community wide meeting (Sept 11); initiation of Jones community Ed. project.

Harrah: Assisted Program Committee with development of Fall classes & brochure and analysis of Summer Session. Worked on publicity for Harrah Day

Wright: Met with community leaders and developed strategy

2. Results (Briefly state what the results, either short term, or potential long term results, of your month's activities were (e.g. Activity-talked to school principal; Result-gained commitment to use school building for classes):

CHOCTAW: Committee becoming quite independent. Most program activity undertaken independent of me. Brochure got to print shop & enrollment plans going well.

Jones: Community meeting small but enthusiastic; several new volunteers since. Working on a big project, 20-25 classes. looking for own printing source.

Harrah: Brochure was submitted to print shop on schedule; Flyers about The Harrah Bridge distributed at Harrah Day by committee members

Wright: Ceramic's class scheduled for 9/29, 9/30, 10/6, 10/7 — Wright is starting on a very small scal

3. Problems (What problems did you encounter, questions arise, or activities that were difficult):

CHOCTAW: SLOW PRINT SHOP FRUSTRATING EFFORTS OF THE COMMUNITY.

Jones: NONE.

Harrah: Brochure NOT out of print shop on schedule

Wright: It seems that the traditional UFM model is not now appropriate and plans are to start with one or two classes using telephone/personal contact recruitment instead of a brochure. The goal is to slowly build toward a brochure for a spring session.

4. Next month's Activities (State major activities for the coming month):

CHOCTAW: BROCHURE distribution, enrollment for 3RD SESSION, classes begin.

Jones: Continue work on 1st series of classes.

Harrah: Brochure Distribution and Registration for 2nd session

Wright: Evaluate effect of Ceramics class; develop another type of class and work with neighborhood group to publicize concept of class

This report must be mailed by the 20th day of each month.

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Sandy & Jean: ~~Attended~~ Rural Womens Workshop organized this month

Four State Outreach Monthly Report - University for Man

Month October State Oklahoma Person Reporting Jean Kelley

1. Activities for the Month (Please state what you did, and how you did it):

Harrah: I assisted the Brochure Distribution Committee and Registration Committee in planning their activities for the Fall session; attended one day of Registration and conducted the Leader Orientation.

Wright: I communicated with the Community Worker setting up Ceramics class and with the teacher attended 10/6 (one student) and 10/13 (three students).

ODL Training Session (9/22): We explained the Free University concept to two librarians from 2 small independent systems

Meeker: Rural Womens Conference (see attached report).

Follow-up in Lincoln Co.: Jean met with persons from Chandler to explain Free University concept (10/13) result from Rural Womens Workshop

Choctaw & Jones - over.

2. Results (Briefly state what the results, either short term, or potential long term results, of your month's activities were (e.g. Activity-talked to school principal; Result-gained commitment to use school building for classes):

Harrah: The Brochures were put together and distributed by the committee — my only involvement was to take them from print shop to committee. There were 201 enrollments taken during registration and we anticipate 10-20 late enrollments.

Wright: The teacher has completed two of four promised ceramics class sessions

3. Problems (What problems did you encounter, questions arise, or activities that were difficult):

Harrah: The press coverage was good in two out of the three newspapers but I need to improve the communication process between the publicity person and the other committees. The brochure came out of the print shop 3 days later than projected and it had been cut and squeezed together in places.

4. Next month's Activities (State major activities for the coming month):

Jean: Follow-up on brochure at print shop to find out why changes were made.
Follow-up with Chandler people to provide limited assistance.
Try to expand the Wright program by meeting with Teachers Corps and other agencies/people to locate community leaders interested in Free U concept
Follow-up meeting with Harrah Steering Committee on Fall Session and try to develop a working relationship between the new Harrah Senior Citizen Center and the Bridge.

This report must be mailed by the 20th day of each month.

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1. Choctaw gave very little technical assistance - Committee took lead - Brochures collated & distributed, press contacted. Assisted as volunteer in LINC Enrollment & leader Orientation

Jones: met w/ program committee to set up Jones classes, twice - met w/ committee members individually w/ minor problems - Met w/ MCS regarding brochure concerns.

2. Choctaw: 650 people enrolled in LINC Classes

Jones: 25 classes were organized, typist & artist located - Jones community taking much lead.

3. Choctaw: none -

Jones - none

4. Choctaw: meeting w/ Committee to talk of future - incorporation?, etc.

Jones - plan & carry out enrollment (Nov 7th & 8th)

Four State Outreach Monthly Report - University for Man

Month April State Oklahoma Person Reporting Jean Kelsey Sandy Ingra

1. Activities for the Month (Please state what you did, and how you did it):

Fundraising activities: ① We met with Father David Monahan 3/18/81 in preparatio for the meeting with Dr Maehl, Chairman of the committee on Lifelong Learning (OU) On 4/22/81 we met with Dr. Maehl and Jerry Hargis and set up another meeting with Hargis for 5/4/81.

② Attended Fund Raising Workshop by Dr. Thomas Boce of the Kerr Foundation

③ Applied for Fellowship to attend Fundraising seminar through Kerr Foundation

④ We assisted LINC with proposal to the Federal Alternative Energy Progra

Spring Enrollments: Bridge 424; LINC 550; JONES 170

2. Results (Briefly state what the results, either short term, or potential long term results, of your month's activities were (e.g. Activity-talked to school principal; Result-gained commitment to use school building for classes):

OU: There was a great deal of interest in the Free U model and its potential for direct community involvement. A meeting was set up to explore possible sources of funding including national and/or state Title I, OU and private foundations.

3. Problems (What problems did you encounter, questions arise, or activities that were difficult):

Jones enrollment was lower than they expected so they decided not to have a summer session. They are gearing up for a large Fall program.

4. Next month's Activities (State major activities for the coming month):

Continue to work with Jerry Hargis at OU and explore other possibilities for funding.

Assist LINC & BRIDGE with summer session, as needed

This report must be mailed by the 20th day of each month.

Four State Outreach Monthly Report - University for Man

Month May State Oklahoma Person Reporting Jean

1. Activities for the Month (Please state what you did, and how you did it):

1. Assisted Harrah with preparation for Summer Session
2. Explored possible funding sources to expand OK. Free U's
3. Sandy & I met with Jerry Hargis and he requested we write a proposal to him for $ to expand the # of Free U's in Oklahoma.

2. Results (Briefly state what the results, either short term, or potential long term results, of your month's activities were (e.g. Activity-talked to school principal; Result-gained commitment to use school building for classes):

A Fairly strong commitment to the Free U model from Hargis

3. Problems (What problems did you encounter, questions arise, or activities that were difficult):

4. Next month's Activities (State major activities for the coming month):

Submit proposal

This report must be mailed by the 20th day of each month.

Four State Outreach Monthly Report - University for Man

Month June (July) State Oklahoma Person Reporting Jean

1. Activities for the Month (Please state what you did, and how you did it):

I met with Jerry Hargis three times (plus three times in July) and submitted a proposal to ~~[illegible]~~ him to set up approximately 6 Free U's in Oklahoma

2. Results (Briefly state what the results, either short term, or potential long term results, of your month's activities were (e.g. Activity-talked to school principal; Result-gained commitment to use school building for classes):

Hargis revised the proposal and it was officially accepted as of 7/20/81.

3. Problems (What problems did you encounter, questions arise, or activities that were difficult):

4. Next month's Activities (State major activities for the coming month):

Submit evaluation report to UFM

This report must be mailed by the 20th day of each month.

APPENDIX J

South Dakota/Iowa Monthly Report and Evaluation Letter

cma **Colleges of Mid-America, Inc.**

Sioux Falls College • 1501 S. Prairie • Sioux Falls, South Dakota 57101 • 605/332-5951

MEMBER COLLEGES

Briar Cliff
Buena Vista
Dakota Wesleyan
Dordt
Huron
Mount Marty
Northwestern
Sioux Falls
Westmar
Yankton

9 October 1980

Sue Maes
University for Man
1221 Thurston
Manhattan, KS 66502

Dear Sue:

This letter is a summary of CMA activity with regard to University for Man model in South Dakota. As you know, we became involved with UFM through a grant from FIPSE in the Summer/Fall of 1979. The Academic Deans Council had participated in the drafting of that proposal and approved it in its final form.

Actual program implementation began in November, 1980 when Carole Pagones was appointed Project Director. Carole and I met with the administrations of several of the institutions to discuss these projects. These meetings culminated in a variety of methods to be utilized to achieve these adult educational offerings. As many of the CMA institutions were offering no programs for the adult learner, a great deal of preliminary information was necessary. Consultants were hired to discuss adult education on administrative, faculty and community level, and a variety of information gathering projects had to be completed.

A market survey, which was inclusive of all aspects of adult learning, was completed by each of the participating institutions. The results of these surveys were analyzed by committees composed of faculty, administration and in some cases, community members.

These surveys took various forms: telephone, mailing, newspaper straw balloting and combinations of the above. Each participating institution used media advertising to encourage survey response.

The results of the market survey and other forms of community input, public meetings, consultants and etc., then became the determining factor in the institution's actual participation and the type of program the institution would offer.

One of the CMA institutions Huron College, Huron, S.D., agreed to participate in the actual University for Man model, promoting community ownership, in a small rural town near the Huron campus, DeSmet, S.D.

After, what appeared to be many false starts the project has produced a brochure with the following course offerings:

9 October 1980
page 2

A Stitch in Time, Introduction to Guitar, Creative Writing, Age of Computers, Christmas Entertaining, Exercise for Fitness, Macrame, Parent-Teen Relationships, Conflict Management, Understanding Alcohol and Drugs, Facts About Being Suddenly Alone, and Christian Family Life Series. The published brochure was sent to your office.

The remaining participating institutions chose to modify the University For Man model by extending their campus-based offerings to include recreational/educational offerings to adult learners. This was in response to community input, and in some cases community members are in faculty roles.

Northwestern College, Orange City, Iowa, is providing the following courses: Parenting, Marriage Enrichment, Aerobic Dancing, Art of Taking Good Photos, Conversational Dutch, Personal Finance, and History of Iowa. See attachment #1.

Westmar College, LeMars, Iowa is offering the following courses to adult learners: Energy Conservation, Re-entry Program for Non-trational Students, Practical Business Application for COBOL, Program Development for Sex Education, Mathematics, and Woodworking as a Hobby. In addition, several seminars will be offered throughout the school year. Information is attachment #2.

Yankton College, Yankton, S.D., will see fourteen adult students on their campus this fall. This will be the first time this campus has provided courses to the adult learner. Yankton College is cognizant that a market for the adult learner is available in the Yankton Area. Both the market survey and their public meetings have indicated so. Plans for the future include both education/recreation programs for adults, providing the evaluation of this first venture is successful. See attachment #3.

Dakota Wesleyan University, S.D., has established an Office of Adult Learning, as their first step in relating to the non-traditional student in this area. Future plans include an extension of course offerings, as well as observing the success of the Huron College Community Project in DeSmet, S.D.

Sioux Falls College has hired a full-time couselor for the non-traditional student. Both Sioux Falls College and Briar Cliff College have and will continue to offer a variety of recreation/education experience to adults.

cma Colleges of Mid-America, Inc

Sioux Falls College • 1501 S. Prairie • Sioux Falls, South Dakota 57101 • 605/332-59

MEMBER COLLEGES

Briar Cliff
Buena Vista
Dakota Wesleyan
Dordt
Huron
Mount Marty
Northwestern
Sioux Falls
Westmar
Yankton

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See attachment #4.

Buena Vista College, Storm Lake, Iowa, has developed guidelines for the Council Bluffs Weekend College at Council Bluffs, **Iowa** for this school term.

The assessment of the undertaking to provide education/recreation opportunities to the adult learner within the CMA area has to date, been excellent.

Based on this year's experience, however, it is apparent that consortium resources are inadequate to develop further projects. Carole has had to commit vast amounts of time and energy to DeSmet. While this effort has brought in an impressive result it is not one that we can support by ourselves. We wish you continued success and it is our hope that other **CMA** institutions will sponsor UFM projects. It is impossible, however, for us to continue our participation in a formal way.

Thanks for your assistance,

Garry J. DeRose
Director

University for Man
1221 Thurston
Manhattan, Kansas 66502
(913) 532-5866

Sent To

1) Daryl Hobbs
120 Clark Hall
MU
Columbia, MO 65201

2) Elaine Grover
James Memorial Library
St. James, MO 65559

3) Carol Pagones, CMA
1501 S. Prairie
Sioux Falls, SD 57106

July 29, 1981

Dear FIPSE grant participant:

It has been an interesting two years watching the FIPSE project unfold. In an effort to improve our training and technical assistance, UFM is asking that you complete the enclosed questionnaire and return it to us by August 21, 1981 for the FIPSE final report. We have enjoyed getting acquainted with you and appreciate your cooperation.

Sincerely,

Carol A. Smith
Director, Outreach

CS/sm

enclosure

"the only prerequisite is curiosity"

Use back and additional sheets if necessary.

FIPS Staff Questionnaire

1. In your opinion, why did this project work in some states but not others Was it the instructions, personalities or special circumstances that made the program successful or unsuccessful?

2. How useful were the training sessions? Please discuss all of those you attended. What was most valuable and least valuable?

September 28-30, 1979 Philosophy of free u's.

Dec. 12-13 How to session

March 21-22, 1980 Midwest Community Education Conference

July 9-10, 1980 Future directions

November 20-21, 1980 Statewide Recognition

April 3-4, 1980 Midwest Free University Conference/Fundraising Workshop

June 11-12, 1981 Future directions/evaluations

3. Were the on-site visits helpful? Was there regular communication between you and your UFM liason?

4. Was there an area of knowledge that you felt was missing in training? An area that was over emphasized

5. Was it beneficial or problematic to have people representing various institutions and backgrounds involved in the training?

6. Were the UFM publications useful? What suggestions for improvements would you make?

7. What are the advantages or disadvantages of your institution sponsering a free university?

8. Other comments and suggestions.

Four State Outreach Monthly Report - University for Man

Month May State S. D Person Reporting Carole Pagones

1. Activities for the Month (Please state what you did, and how you did it):

Presentations made to: Kiwanis, Rotarian and 4 county Extension groups in De Smet, S.D.
Presentations made to Library Board, Senior Citizens Center, Miller, S.D.
Follow-up done on course offerings at Westmar College, Le Mars Iowa.
Brochure planning for Northwestern College
Yankton College Board approval and publicity, Yankton, S.D.

2. Results (Briefly state what the results, either short term, or potential long term results, of your month's activities were (e.g. Activity-talked to school principal; Result-gained commitment to use school building for classes):

Both Miller, S.D. and De Smet projects are up-hill. This is due primarily to the lack of institutional commitment by Huron College. The Library Board (Miller) voted to allow use of Historical Room for Committee meetings and to be a distribution point for brochures. But, not, to actively promote the project. The Senior Citizens were highly enthusiast about 30 forms were completed. This will be a viable source for teachers. De Smet continues to build a list of leisure activities that could be offered.

3. Problems (What problems did you encounter, questions arise, or activities that were difficult):

Distance - 6 hour round trip to Miller, S.D., lack of strong commitment by Huron College.

4. Next month's Activities (State major activities for the coming month):

Continued presentations. In Miller, S.D. I am currently contacting organizations that would be appropriate. I am developing a theme "Back to Basics" - bread making, canning, quilting etc. I intend to build on the "fight inflation" attitude that prevails in the community. The Extension Agent will distribute hand-outs after the presentations are completed.

This report must be mailed by the 20th day of each month.

APPENDIX K

Missouri Evaluation Letter and Forms

UNIVERSITY OF MISSOURI

University Extension
Clark Hall
Columbia, Missouri 65211

Aug. 3, 1981

Ms. Carol Smith
Director Outreach
University for Man
1221 Thurston
Manhattan, Kansas 66502

Dear Ms. Smith:

I am writing in response to your letter and questionnaire of July 29. Since Bob Hagan who worked most directly on our one-year participating project is no longer with the university I have difficulty completing most of the detailed questions.

I am responding to what I wonder about as an appropriate or inappropriate first question. In my discussions with Jim Killacky and Sue Mayse I understood that there was not one project (program) with one set of objectives but rather that there were four different states each trying something somewhat different. In our own case for example we made no attempt to implement a field program - that was not built into our objectives. Also as I understand it the institutional base for each of the four states was significantly different. At best what one could hope for in each of the grants was that it might serve as a stimulus for an existing organization or set of organizations to make some continuing commitment. In general if the institutional commitment (or an appropriate organizational structure) was not there it would be unlikely that the resources available through the FIPSE grant would produce much change. The resources were simply too limited to accomplish much unless the cooperating institution or organization made a commitment to adoption of whatever objectives had been agreed upon.

It also occurs to me in looking at the first question that there must be some criterion of what constitutes success or failure? What is that criterion? For example in our own case I would regard the project as successful because we accomplished what we said we would in the objectives of the project.

We did enjoy receiving the newsletters and I hope we can continue to be on the mailing list for materials related to this project and other activities of UFM. Best wishes to you and the staff in your continued endeavors.

Sincerely,

Daryl Hobbs

Daryl Hobbs, Professor and Director of
Rural Development

mrs

314-882-7396

an equal opportunity institution

University for Man
1221 Thurston
Manhattan, Kansas 66502
(913) 532-5866

Sent To

1) Daryl Hobbs
620 Clark Hall
MU
Columbia, MO 65201

2) Elaine Grover
James Memorial Library
St. James, MO 65559

3) Carol Pagones, CMA
1501 S Prairie
Sioux Falls, SD 57101

July 29, 1981

Dear FIPSE grant participant:

It has been an interesting two years watching the FIPSE project unfold. In an effort to improve our training and technical assistance, UFM is asking that you complete the enclosed questionnaire and return it to us by August 21, 1981 for the FIPSE final report. We have enjoyed getting acquainted with you and appreciate your cooperation.

Sincerely,

Carol A. Smith
Director, Outreach

CS/sm

enclosure

Use back and additional sheets if necessary,

FIPS Staff Questionnaire

1. In your opinion, why did this project work in some states but not others? Was it the instructions, personalities or special circumstances that made the program successful or unsuccessful?

2. How useful were the training sessions? Please discuss all of those you attended. What was most valuable and least valuable?

September 28-30, 1979 Philosophy of free u's.

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3. Were the on-site visits helpful? Was there regular communication between you and your UFM liason?

4. Was there an area of knowledge that you felt was missing in training? An area that was over emphasized

5. Was it beneficial or problematic to have people representing various institutions and backgrounds involved in the training?

6. Were the UFM publications useful? What suggestions for improvements would you make?

7. What are the advantages or disadvantages of your institution sponsoring a free university?

8. Other comments and suggestions.

Use back and additional sheets if necessary.

FIPS Staff Questionnaire

1. In your opinion, why did this project work in some states but not others? Was it the institutions, personalities or special circumstances that made the program successful or unsuccessful?

Perhaps there is similar set of priorities common among the majority of people in a state. For example in Missouri, the govenor has recently cut the budget in many areas + thus people have been "laid off" + , in general, are concerned with their financial situations. I think the financial status of Missouri is much lower than many other states + perhaps people's minds are not so much on 'improving their knowledge + skills (as in a free u. program) as it is on 'improving their monetary lot. The bottom line is that some people are more open, flexible + growth oriented than others.

2. How useful were the training sessions? Please discuss all of those you attended. What was most valuable and least valuable?

September 28-30, 1979 Philosophy of free u's.

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I only attended this one. It was fairly useful in that I had an opportunity to discuss any problems I have encountered + receive suggestions from more experienced individuals. I gained new perspectives.

BEST COPY AVAILABLE

3. Were the on-site visits helpful? Was there regular communication between you and your UFM liason?

} yes - very supportive. The phone calls were equally helpful & always seemed to come at the right time. Bill Draves was very dependable and supportive!

4. Was there an area of knowledge that you felt was missing in training? An area that was over emphasized?

I could have used more advice RE: how to increase enrollment via better publicity. Possibly I missed this in another training session

5. Was it beneficial or problematic to have people representing various institutions and backgrounds involved in the training?

Not necessarily beneficial to my particular situation but interesting in a general way

6. Were the UFM publications useful? What suggestions for improvements would you make?

I hate to admit that I did not utilize these greatly for lack of time to sit & read anything! (new babies have a way of keeping you on your feet) They did look potentially helpful, had I spent more time with the

7. What are the advantages or disadvantages of your institution sponsoring a free university?

8. Other comments and suggestions.

I appreciate all of the help UFM has given to me & St. James in starting a community education program. I think the staff is great & ~~do~~ seem very dedicated to the concept of free community ed. Thanks [illegible]